DOCUMENT RESUME

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IDENTIFIERS	Distributive Education Clubs of America

ABSTRACT

This publication contains 47 competitive events developed by 40 businesspeople who worked with 20 marketing education teachers. The events are intended for use at the Distributive Education Clubs of America State Career Development Conference. These events are divided into the following categories: advertising services; apparel and accessories; finance and credit; food marketing; restaurant marketing; general retailing; general merchandise retailing; general merchandising; general marketing; tourism marketing; and vehicle and petroleum marketing. Each event consists of some or all of these components as required by the type of event: category and related categories; competencies to be tested; brief description of the event; materials needed; student instruction sheet; contest sheet with answer key; judge's instruction sheet; and adult assistant sheet. These types of activities are the subjects of the events: student role playing; student presentations; and completion of multiple-choice instruments. (YLB)

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Marketing Education (ME)

Curriculum Development and Business Partnerships

1989

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison

Principal Investigator: Marie Burbach

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WI 89 PD03

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 1830-0011
APPROVAL EXPIRES 10/90

STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAM IMPROVEMENT GRANTS AND CONTRACTS: ABSTRACTS

NO FURTHER MONIES OR OTHER BENEFITS MAY BE PAID OUT UNDER THIS PROGRAM UNLESS THIS REPORT IS COMPLETE AND FILED AS REQUIRED BY EXISTING LAW AND REGULATIONS (20 U.S.C. 2401; 45 CFR 104).

PART A – PROJECT IDENTIFICATION

1. NAME OF STATE SUBMITTING

Wisconsin

2. TYPE (CHECK ONE)

☐ GRANT GRANT NO. (SPECIFY) __________
☐ CONTRACT CONTRACT NO. (SPECIFY) __________
☒ IN-HOUSE PROJECT NO. (SPECIFY) 9-92229/MZ194

3. TITLE OF PROJECT

ME-Curriculum Development and Business Partnerships

4. PRINCIPAL INVESTIGATOR(S)

Marie Burbach

5. TELEPHONE NO. (INCLUDE AREA CODE)

(608) 267-9253

6. ORGANIZATION

DPI

7. ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

P.O. Box 7841
Madison, WI 53707-7841

8. ORGANIZATION TYPE CHECK PRIMARY GROUP

☐ COLLEGE/UNIVERSITY
☐ LOCAL EDUCATION AGENCY
☐ INTERMEDIATE SERVICE AGENCY
☐ INDIAN TRIBE
☐ PROFESSIONAL ORGANIZATION
☐ COMMUNITY-BASED ORGANIZATION
☒ STATE EDUCATION AGENCY
☐ SMALL BUSINESS
☐ NON-PROFIT
☐ INDIVIDUAL
☐ OTHER (SPECIFY) __________

9. FUNDING PERIOD

STARTING DATE DAY / MO / YR	ENDING DATE DAY / MO / YR
07 01 88	06 30 89

10. LEVEL OF ACTIVITY'S IMPACT (CHECK PRIMARY LEVEL)

☐ ADULT
☐ POSTSECONDARY
☐ SECONDARY
☐ OTHER (SPECIFY) __________

11. PROJECT TYPE AND COST

☐ RESEARCH $ __________
☐ CURRICULUM DEVELOPMENT $ __________
☒ PERSONNEL DEVELOPMENT $ 2963
☐ OTHER (SPECIFY): __________ $ __________

12. CHARGED TO FEDERAL APPROPRIATION YEAR

FY '89

13. SPECIAL POPULATION TARGET GROUPS (CHECK RELEVANT GROUP(S))

☐ HANDICAPPED
☐ DISADVANTAGED
☐ LIMITED ENGLISH PROFICIENCY
☐ PERSONS IN NEED OF RETRAINING
☐ PERSONS IN CORRECTIONAL INSTITUTIONS
☐ SINGLE PARENTS/DISPLACED HOMEMAKERS
☐ PERSONS IN NONTRADITIONAL OCUPATIONS
☐ DISPLACED WORKERS
☐ PERSONS IN PROGRAMS TO ELIMINATE SEX BIAS, STEREOTYPING
☒ OTHER (SPECIFY) all can benefit

14. LOCATION

☐ ISOLATED RURAL
☐ SUBURBAN
☐ INNER CITY
☒ OTHER (SPECIFY) statewide

PART B – PROJECT DESCRIPTION – ABSTRACT FORM

(THE REQUIREMENTS FOR THE ABSTRACT ARE SHOWN ON THE REVERSE SIDE)

ED FORM 590 5/87

See Attached

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PART B - PROJECT DESCRIPTION- ABSTRACT
(FILL IN THE FOLLOWING PROJECT DESCRIPTION OR SUBSTITUTE A PROJECT ABSTRACT
ATTACH ADDITIONAL SHEET, IF NECESSARY

1. OBJECTIVES (DESCRIBE THE MAJOR OBJECTIVES OF THIS PROJECT)

See attached

2. PROCEDURES (DESCRIBE THE PROCESSES TO BE USED IN IMPLEMENTING AND EVALUATING THIS PROJECT)

See attached

3. PRODUCT(S) TO BE DELIVERED (INDICATE TYPE, QUANTITY AND RECIPIENTS. R&D OUTCOMES MAY BE A PRODUCT, A MODEL, A POLICY FINDING, OR A RESEARCH RESULT. R&D PRODUCTS ARE TANGIBLE, TRANSPORTABLE, SELF-CONTAINED OUTCOMES OF THE R&D PROCESS. SOURCE: ADAPTED FROM "THE R&D EXCHANGE: AN EMERGING EFFORT," NATIONAL INSTITUTE OF EDUCATION, 1978).

See attached

4. QUALITY CONTROL OF PRODUCT(S) (DESCRIBE PROCESSES TO BE USED TO ENSURE HIGH QUALITY PRODUCT(S))

See attached

SIGNATURE OF RESPONSIBLE STATE OFFICIAL	DATE 3/6/89

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Marketing Education--Curriculum Development and Business Partnerships

Competency Based Writers Workshop

Project Abstract

This project will cover one half of the expenses for the Writers Workshop to develop competency based competitive events (the hotel and meals while at the workshop, $2300, and the printing, $700). Wisconsin DECA will cover the remaining costs (the writer honorariums, $2,000, supplies, $50, mileage for 40 businesspeople and 20 writers, $900).

The project will provide for 40 businesspeople to work with 20 marketing education teachers to develop relevant, challenging, and state-of-the-art competitive events. This business partnership will provide for improved and expanded relations between marketing educators and business representatives. Students will directly benefit as they participate in competency based competitive events that have been validated by business representatives and that are educationally sound.

Statement of Need

Businesspeople and marketing educators need to work together to develop competitive events that reflect state-of-the-art technology and skill development. A direct tie-in with the new marketing curriculum will be a major focus of the project. Students have a need to develop competencies necessary for success in marketing careers. Due to the continual changes taking place in today's marketing arena it becomes increasingly important to develop timely and realistic events. Keeping competitive events current with recent marketing developments has an important impact on future marketing employees and managers.

Goal

The major goal of this project is to bring together businesspeople and marketing educators to develop state-of-the-art competitive events at a three-day workshop. A total of 100 events will be developed for use at the DECA State Career Development Conference.

Objectives

To improve and develop business partnerships.
To select and develop competencies that relate directly to the
  recommended marketing curriculum.

APR 0 1 1988

To develop competitive events that reflect state-of-the-art technology and marketing trends.
To have workshop participants develop, write, and edit 100 competitive events.

Operational Plan

Business representatives and marketing educators meet to develop preliminary ideas and select competency statements that relate to the new curriculum.

Workshop participants develop events.

Businesspeople review draft copies.

Workshop participants rewrite events based on recommendations of businesspeople.

Writers send events to project coordinators for editing.

Project coordinator follows up with writers until events are clean and ready for print.

Evaluation

Marketing representatives help develop, review, and approve competitive events.

Students participate in and evaluate events at the State Conference.

State Conference judges evaluate events.

A report is prepared by the evaluation team and presented to the DPI consultant and coordinator.

Budget

August 9-11, 1989

Lodging for 20 writers at $22 per night for two nights	$ 880
Meals for 20 writers at 23.05 per day	1,383
Printing	700
TOTAL	$ 2,963

APR 0 1 1988

COMPETENCIES TO BE TESTED:

Explain parts of print advertisement

Develop or select advertising illustrations

Develop advertising layouts

Explain use of slogans

Explain the use of color in advertising

Check advertising proofs

Use proper grammar and vocabulary

Address people properly

Demonstrate appropriate creativity

BRIEF DESCRIPTION OF THE EVENT:

You will be designing a layout of a cover for a booklet and presenting your ideas. This event has a run-off.

MATERIALS NEEDED:

2 - № 2 pencils

2 - 8½ x 11 sheets of tagboard

1 - Scissors

1 - Tape/glue

2 - 8½ x 11 sheets of paper

STUDENT INSTRUCTION SHEET

You will be given 20 minutes for the preparation and 10 minutes for the actual presentation.

Before the presentation, give the adult assistant your I.D. sticker. They will give it to the judge.

You are to use the layout you designed during your preparation and any notes you made during the preparation when meeting the judge. No other outside materials will be allowed.

You are to begin the presentation when you approach the board member.

You must leave the layout with the judge at the conclusion of your presentation. Be sure to put your I.D. number (not label) on the back of the layout sheet, before you being working on your layout.

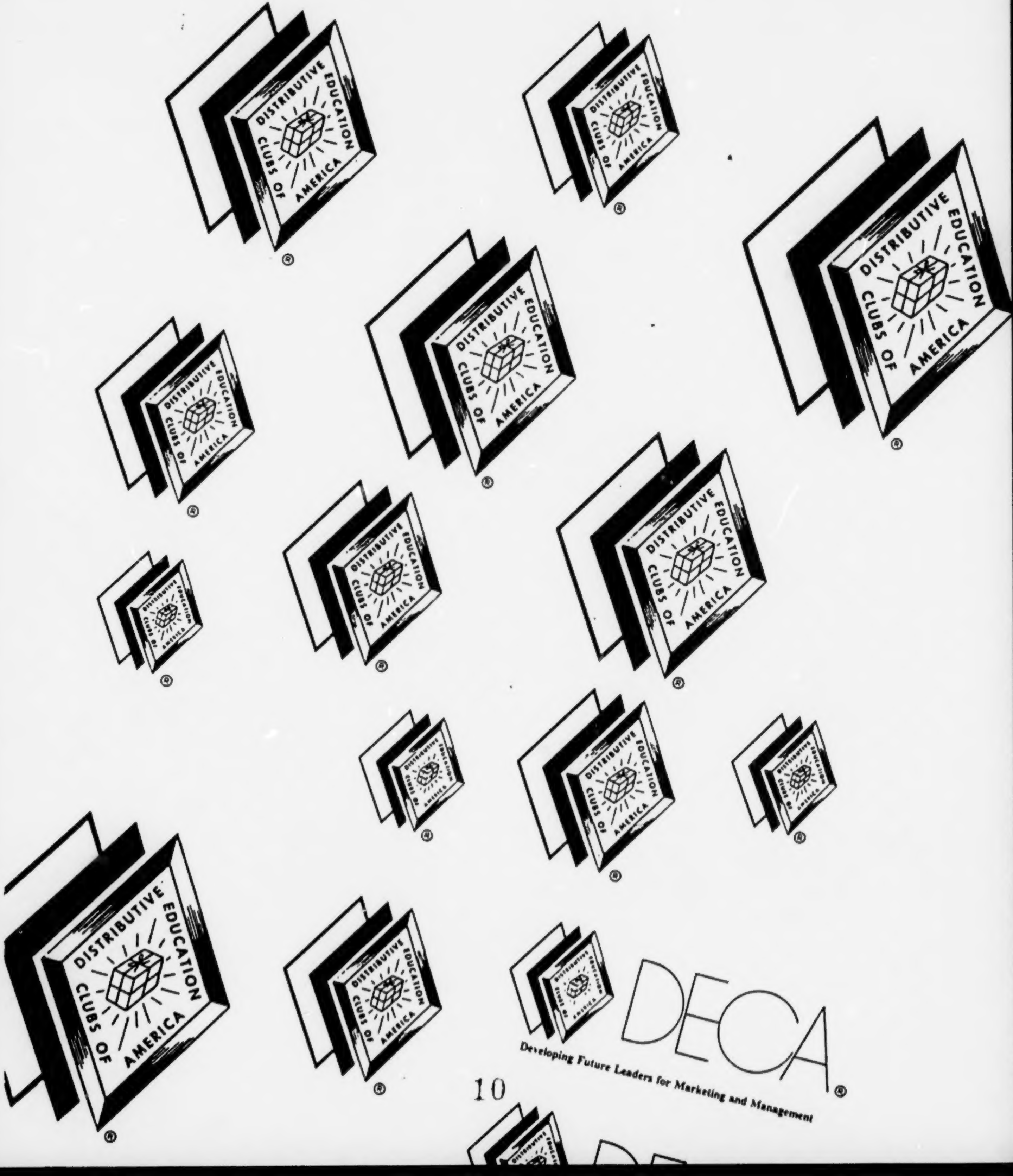
CONTEST SHEET #1

You are to develop an ad layout for the DECA state yearbook cover. The DECA yearbook is a publication that chronologically shows the events and happenings of the state conference.

The yearbook is used for recognition of students and promotion of the DECA conference to parents, teachers, administration, businesspeople other students, etc.

You must utilize the current state theme "The Pride is Alive." There will be logos of DECA and Marketing Education that can be used in your cover. But, you are not limited to the logos provided and may create any designs or pictures needed. Designate the location of any pictures that might be used with appropriate sized cut-outs. Also discuss possible color scheme, paper quality, letter style, size, etc.

After you have completed your layout, you will have to present your ideas and cover to a Wisconsin DECA Board member (judge) for their approval.


DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DECA

Developing Future Leaders for Marketing and Management

CONTEST SHEET #2

Logos of DECA

ME

State Conference Logo

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of a Wisconsin DECA board member. The student will approach you with his/her ad layout for the cover of the DECA state yearbook (a publication that chronologically shows the events and happenings of the state conference).

The yearbook is used for recognition of students and promotion of the DECA conference to parents, teachers, administrator, businesspeople, other students, etc.

Possible questions could be:

1. Is there good eye flow in ad.
2. Can the layout be easily reproduced.
3. Explain parts of layout.
4. Have you met the target market.

Their objective is to convey their knowledge of layout and to justify the reasons for the layout.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form.

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS–89

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

Explain Parts of Print Advertisement

1. Headline:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Illustration–Graphic:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Logo:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Check Advertising Proofs

2. Was the layout free of mistakes?

0	1	2	3	4	5	6	7	8	9	10
Too Many					Few					None

Develop or Select Advertising Illustrations

3. Did the student effectively use illustrations in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain the Use of Color in Advertising

4. Did the student explain the use of color in the cover?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain Use of Slogans

5. Did the student use the slogan?

0	10
No	Yes

Develop Advertising Layouts

6. Did the student effectively present their total layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

7. Did the student discuss paper quality, letter style/size, etc?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Demonstrate Appropriate Creativity

8. The student used a fresh approach in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Address People Properly

9. Was the customer handled professionally?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

10. Was enthusiasm shown on student's part?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

Use Proper Grammar and Vocabulary

11. Was proper grammar and terms used in presentation?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

____
Total Points

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS–89

EVALUATION SHEET

1. Business dress was appropriate for meeting.

0	1	2	3	4	5
Not Appropriate			Somewhat Appropriate		Very Appropriate

Explain Parts of Print Advertisement

2. Headline:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Illustration–Graphic:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Logo:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Check Advertising Proofs

3. Was the layout free of mistakes?

0	1	2	3	4	5	6	7	8	9	10
Too Many					Few					None

Develop or Select Advertising Illustrations

4. Did the student effectively use illustrations in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain the Use of Color in Advertising

5. Did the student explain the use of color in the cover?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain Use of Slogans

6. Did the student use the slogan?

0	10
No	Yes

Develop Advertising Layouts

7. Did the student effectively present their total layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

8. Did the student discuss paper quality, letter style/size, etc?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Demonstrate Appropriate Creativity

9. The student used a fresh approach in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Address People Properly

10. Was the customer handled professionally?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

11. Was enthusiasm shown on student's part?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

Use Proper Grammar and Vocabulary

12. Was proper grammar and terms used in presentation?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

Total Points

RUN-OFF / STUDENT

You will be asked to quickly present your layout to the Wisconsin Board of Directors as a whole.

Be prepared to answer a few question for the judges. They will be concentrated on your target market analysis.

You will be given no additional prep time for this.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following questions:

1. Having the student present the layout again.
2. Focus on the target market and whether it is being reached. How are they reaching businesspeople, parents, administration, teacher and still getting to students.

One judge should be selected to ask each student the set of questions.

Each judge will evaluate each student independently. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

____
STUDENT I.D. NUMBER

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS–89

RUN-OFF / EVALUATION SHEET

1. Did the student adequately portray the image of DECA and the yearbook through the cover design?

0	1	2	3	4	5	6	7	8	9	10
No at All			Poor		Fair			Good		Excellent

2. Was the layout eye appeal?

0	1	2	3	4	5	6	7	8	9	10
No at All			Poor		Fair			Good		Excellent

3. Did the student successfully reach all the target markets.

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good		Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematical problems involving percentages

Calculate cash discounts

Calculate trade discounts

Calculate quantity discounts

BRIEF DESCRIPTION OF THE EVENT

This is a 50 question multiple-choice test. You will have 50 minutes to complete the test.

Ties will be broken by answering pre-selected questions correctly. If ties still remain, time will be used as the final tie-breaker.

MATERIALS NEEDED

Two № 2 pencils with erasers

Calculator (no solar or programmable calculators)

Scratch paper

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements.

1. Determine the profit on a product when:

   selling price = $40.00
   cost = $12.00
   operating expenses = $11.00

   a. $17.00
   b. $39.00
   c. $41.00
   d. $363.00
   e. None of the above

2. Calculate the total due for the following C.O.D. transaction:

Selling price of merchandise	$25.00
Sales tax rate	5%
Postage charge	$2.00
C.O.D.	$2.00

   a. $26.00
   b. $30.45
   c. $30.25
   d. $29.00
   e. None of the above

3. Identify the cost per thousand of the following radio advertisement:

   One 60-second spot = $75
   Listening audience = 10,000
   Cost per thousand = ?

   a. $75 .00
   b. $.0005
   c. $7.50
   d. $.0075
   e. None of the above

4. Which of the following prices is psychologically priced:

   a. $1.00
   b. $2.50
   c. $7.97
   d. $8.70
   e. None of the above

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so. You will have 50 minutes to complete this event.

Record all answers on the Scan-Tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct.

Use only a № 2 pencil.

To change answers, remember to thoroughly erase the old answer before entering the new one.

If you have any questions, raise your hand and the adult assistant will assist you.

There is to be no talking during the test.

Student I.D. stickers are to be attached to the Scan-Tron sheet as instructed by the adult assistant.

Return test booklet and Scan-Tron sheet to the adult assistant when done.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same test period.

Certain questions will be used as a tie-breaker.

Each question is worth two points.

Note:

*Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123.56.)

5. Radio Station "W" charges $22.00 for an advertising slot. Station "X" charges $15.00 for the same slot. What is the percent of savings if you advertise with Station "X" over Station "W":

    a. 30%
    b. 68%
    c. 32%
    d. 23%
    e. None of the above

6. Diamond Advertising Specialty Co. inventories for three months (retail) were as follows: October Inventory—$250,000, November Inventory—$180,000 and December Inventory—$200,000. What was the average inventory for these three months?

    a. $220,000 (retail)
    b. $205,000 (retail)
    c. $215,000 (retail)
    d. $210,000 (retail)
    e. None of the above

7. Your company will participate in a $30,000 cooperative advertising campaign with three other manufacturers. It has been agreed by all parties that ads rate of contribution will be based on each company's previous year's gross income. The companies list their gross incomes as $250,000, $274,000, $266,000 and your company's gross was $210,000. What will be your company's share of the cooperative advertising campaign?

    a. $8,220
    b. $7,500
    c. $6,300
    d. $8,010
    e. None of the above

8. A customer made a down payment of $225 on an invoice with a total price of $899. What is the balance due?

    a. $674
    b. $664
    c. $647
    d. $637
    e. None of the above

9. Commission sales for five salespersons totaled $2,005.50. What were the average commission sales?

    a. $401.10
    b. $410.02
    c. $410.10
    d. $500.10
    e. None of the above

10. An invoice paid within 10 days of receipt entitles you to a 2% discount. If the amount billed is $20,500, what is the amount owed using the discount?

    a. $20,090
    b. $4,100.00
    c. $20,500
    d. $410.00
    e. None of the above

11. An item lists at $850 and is subject to discounts of 20%, 15% and 10%. What is the amount of the second discount?

    a. $57.80
    b. $102.00
    c. $170.00
    d. $127.50

12. Determine what percentage of the annual advertising budget is being used for a direct mail coupon promotion your company is conducting when the annual advertising budget is $22,500 and the total direct mail cost is $3,375.

    a. 20%
    b. 17%
    c. 15%
    d. 16%
    e. None of the above

13. Last year $4,000 was spent on newspaper advertising. $1,500 was spent on direct mail, and $4,500 was spent on radio. This year $3,900 was spent on direct mail and $3,000 was spent on radio advertising. How much more or less, was spent this year compared to last year?

    a. $6,900 less
    b. $3,100 less
    c. $3,100 more
    d. $10,000 more
    e. None of the above

14. Herb's department store has budgeted $500.00 for local advertising for the month of April. A local supplier will pay 50% of the advertising costs. If Herb's' takes advantage of this proposal, what is the combined amount that Herb's and the supplier can spend for ads in June:

    a. $250
    b. $500
    c. $1,000
    d. $750
    e. None of the above

15. Add: 1/4 + 1/4 =

    a. 1/8
    b. 1/2
    c. 1/16
    d. 2/8
    e. None of the above

16. Add: 9-1/2 + 5-1/3 =

    a. 14-5/6
    b. 14-2/5
    c. 14-1/6
    d. 34/6
    e. None of the above

17. The Dead Goat Restaurant's annual net sales are $150,000. Of the 5% allocated for the advertising budget, 30% is to be used for the lounge. What is the advertising budget for the lounge:

    a. $7,500
    b. $750
    c. $2,250
    d. $5,250
    e. None of the above

18. The annual net sales of the Bert's Restaurant are $150,000. If 6.2%% of sales is allocated for advertising, what is the advertising budget:

    a. $9,300
    b. $15,000
    c. $7,500
    d. $93,000
    e. None of the above

19. A hardware store had budgeted $8,200 for advertising next year, but a supplier of tools offered an extra 42% for co-op advertising. How much can the store spend on advertising next year:

    a. $8,200
    b. $11,644
    c. $4,756
    d. $3,444
    e. None of the above

20. WGTO-TV has an audience of 36,000 during the 10 o'clock news. The cost of one 30-second is $180.00. What is the cost per thousand of this ad?

    a. $5.00
    b. $.05
    c. $.56
    d. $1.80
    e. None of the above

21. You promised each new client a 10% discount on all broadcast media ads. Eugene Smith calls for a price quote on a newspaper ad normally costing $420. Mr. Smith has never been a customer before. What price do you quote him:

    a. $42
    b. $388
    c. $420
    d. $378
    e. None of the above

22. Divide the following: $2.48 ÷ 1-1/8 =

    a. $.31
    b. $2.79
    c. $2.59
    d. $2.20
    e. None of the above

23. Change 2/5 to a percent:

    a. 20%
    b. 40%
    c. 45%
    d. 60%
    e. None of the above

24. $12.00 x $6\frac{2}{3}\%$ =

    a. $0.80
    b. $800.00
    c. $80.00
    d. $240.00
    e. None of the above

Use the Quantity Price List for Questions 25-27.

Item	1-6	7-12	13-24	25-28	29 or more
30 Second Spot Ad	$25	$24	$23	$22	$20

25. Pick-N-Lots had 24 advertisements of 30 seconds each.. What is their total cost:

    a. $528
    b. $552
    c. $652
    d. None of the above

26. What would be the cost per spot to run two advertisements of 60 seconds each:

    a. $25
    b. $75
    c. $50
    d. $100
    e. None of the above

27. Cheryl's Discount Store would like to know the total savings in packages between 50-30 second spots and 25-30 second spots:

    a. $1,000
    b. $450
    c. $550
    d. $650
    e. None of the above

28. Your boss, Al K. Seltzer, instructs you to give a 32% trade discount on orders over $1,200. You are billing Joe's Supermarket for a television commercial which costs $1,950. What is the amount of the discount:

    a. $624.00
    b. $1,950.00
    c. $384.00
    d. $62.40
    e. None of the above

29. From the problem above, what is the net amount Joe's will have to pay after the discount is taken:

    a. $1,950
    b. $1,566
    c. $1,326
    d. $ 816.00
    e. None of the above

30. From the following figures, estimate the total advertising budget for the year: Projected total sales $1,000,000; markup 16% of sales; and advertising 7% of sales.

    a. $23,000
    b. $230,000
    c. $160,000
    d. $70,000
    e. None of the above

31. Diamond Specialty Advertising Co. purchased the following items:

    10 items @ 15.95 each; 25 items @ 12.95 each; and 30 items @ 8.95 each. The average price of the items was:

    a. $12.62
    b. $11.57
    c. $11.60
    d. $12.61
    e. None of the above

32. The D.E.C.A. Company ordered items based on the following rates:

    350 folders at 6.89 per C
    1,220 envelopes at 2.87 per M
    123 file cards at 4.00 per C

    The total bill was:

    a. $32.54
    b. $52.54
    c. $52.52
    d. $24.12
    e. None of the above

33. On sales amounting to $5,000, a salesperson with the Wilson Advertising Agency received $2,000 commission. The rate of commission was:

    a. 2.5%
    b. 40%
    c. .4%
    d. 25%
    e. None of the above

34. You must purchase 3/4 of a yard of cloth for a window display. The fabric you selected is $7.99 a yard. How much do you need to take from petty cash to pay for the fabric (without tax):

    a. $6.00
    b. $5.99
    c. $2.00
    d. $4.99
    e. None of the above

35. The cost for a 60 second radio commercial on Friday aired between 5:30 a.m. - 10:00 a.m. is $90. If the client requests two commercials and is given a 9% discount, what is the total amount to be paid by the client:

    a. $81.00
    b. $16.20
    c. $163.80
    d. $180.00
    e. None of the above

36. You are ordering new media kits for your television station. The cost per kit for quantities of less than 5,000 is $1.29. How much will the kits cost your station if you order 2,850:

    a. $36,765
    b. $2,800
    c. $5,000
    d. $3,611
    e. None of the above

37. Add:

$$\begin{array}{r} 3.291 \\ .602 \\ 2.1 \\ .43 \\ \underline{6.800} \end{array}$$

    a. 13.213
    b. 12.213
    c. 13.223
    d. 13.233
    e. None of the above

38. Determine net sales for ABC Printing if gross sales for the year were $100,000, sales returns totaled $8,000, and advertising expenses totaled $17,000:

    a. $75,000
    b. $92,000
    c. $115,000
    d. $108,000
    e. None of the above

39. The Greenhouse Company had net sales of $5,940. The closing inventory was $2,000, and the company's cost of goods sold was $3,400. What is the company's gross margin:

    a. $2,540
    b. $540
    c. $4,540
    d. $11,340
    e. None of the above

40. If an income statement showed sales of $40,000, cost of goods sold $20,000, rent expense $6,000, salary expense $12,000, and miscellaneous expenses $2,000, what is the net profit or net loss:

    a. No profit or loss
    b. Profit–$78,000
    c. Loss–$6,000
    d. Loss–$8,000
    e. None of the above

41. A manufacturer of newsprint quotes you a price of $1,500.00 with a 40% trade discount. The net cost to your business is:

    a. $90
    b. $600
    c. $900
    d. $2,100
    e. None of the above

42. If a bill in the amount of $100 with terms of 1/10, n/30 is paid 19 days before the net due date, what amount should be paid:

    a. $70
    b. $90
    c. $99
    d. $100
    e. None of the above

43. A retail store is able to buy a 6-month newspaper advertisement for a total price of $500. In an effort to maintain the business for repeat business, the newspaper companies offer a series discount of 30%, 20%, 10%. What is the final price the store owes for the advertisement:

    a. $300
    b. $252
    c. 250
    d. $248
    e. None of the above

44. An advertisement in the newspaper was 10-inches deep and 3-columns wide. The paper's open rate was $9.00 per column inch. Calculate the cost for this advertisement:

    a. $27
    b. $270
    c. $90
    d. $135
    e. None of the above

45. An agency receives an invoice for $149.00 and takes advantage of the 5% cash discount by paying early. The net cost to the agency is:

    a. $7.45
    b. $141.55
    c. $74.50
    d. $148.50
    e. None of the above

46. Total cost to a business ordering merchandise with list prices of $1,450.69, $1,225.15, $498.98, and $565.35, with a trade discount of 30%, is:

    a. $2,618.12
    b. $1,122.06
    c. $3,640.17
    d. $3,740.17
    e. None of the above

47. One category shown on a profit and loss statement is:

    a. assets
    b. liabilities
    c. owner's equity
    d. operating expenses
    e. None of the above

48. Net sales are determined by ___________ gross sales:

    a. subtracting returns from
    b. adding returns to
    c. calculating gross margin on
    d. calculating margin as a percentage of
    e. None of the above

49. On sales amounting to $4,750 on advertising account salesperson receives $332.50 commission. The rate of commission is:

    a. 7%
    b. .07%
    c. 70%
    d. 3%
    e. None of the above

50. Traci Nesser's total sales last month were $9,250 and her commission was $183.75. As she receives commission only on monthly sales in excess of $4,000, her rate of commission is:

    a. 2%
    b. 4%
    c. 3.5%
    d. 5%
    e. None of the above

ANSWER KEY

1. A
2. C
3. C
4. C
5. C
6. D
7. C
8. A
9. A
10. A
11. B
12. C
13. B
14. C
15. B
16. A
17. C
18. A
19. B
20. A
21. C
22. D
23. B
24. C
25. B
26. C
27. B
28. A
29. C
30. D
31. B
32. A
33. B
34. B
35. C
36. A
37. C
38. B
39. A
40. A
41. C
42. D
43. B
44. B
45. B
46. A
47. D
48. A
49. A
50. C

TIE BREAKERS

1. 31
2. 21
3. 11
4. 25
5. Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Submit all Scan-Tron sheets to the series director; they may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 50 minutes to complete this test.

Note the tie-breaking procedure identified on the answer key. Record the time needed to complete the test on the Scan-Tron sheet.

Recalculate all score sheets to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

COMPETENCIES TO BE TESTED:

Explain the purpose and importance of credit

Interpret/explain credit policies

Use appropriate assertiveness

Show empathy for others

Handle customer inquiries

Maintain appropriate personal appearance

Use proper grammar and vocabulary

Explain the nature of positive customer/client relations

Foster positive working relationships

BRIEF DESCRIPTION OF THE EVENT:

You will role-play an advertising salesperson trying to handle a customer's problem.

MATERIALS NEEDED:

Pen/Pencil

Notecards

STUDENT INSTRUCTION SHEET

You will be given 10 minutes to prepare for this event. You will have 10 minutes to complete the role-playing situation with the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. After the event, give all written notes to the adult assistant before leaving the area.

You should initiate the conversation with the judge as soon as you approach them.

CONTEST SHEET #1

You are an account representative for the *Daily Press*. McCauley's Bridal Shop is your account. Pat Smith is the manager of McCauley's Bridal Ship.

McCauley's has been an advertiser for many years with your paper, with a good credit record.

Several days ago the advertising manager gave you the current list of past due accounts. McCauley's Bridal Shop appears on the list with a $912.50 balance (in excess of 30 days past due) from a Christmas ad campaign. The advertising manager has told all advertising reps to collect on past due accounts.

You have just returned from lunch and there is a message for you to pick up a half-page ad at McCauley's Bridal Shop.

You are to call on Pat Smith (in person) to attempt to collect the balance due and pick up the ad.

Past Due Account Policies

1. All accounts are due within 30 days of billing.
2. Late payments are subject to 1½ percent interest charge per month on the unpaid balance.
3. All outstanding bills should be collected in full before any new advertisements can be run. Any variation from this is discouraged but can be left up to the discretion of the account representative keeping in mind the profitability of the company.

JUDGE'S INSTRUCTION SHEET

Read all event material.

Review attached evaluation form.

The adult assistant will give you the student's I.D. sticker attached to the evaluation sheet before you meet the student. This will assure a more businesslike start to the oral presentation.

You will role-play Pat Smith, the manager of McCauley's Bridal Shop. Your problem is that you want to take out a half-page ad with the *Daily Press*, but you have a past due account. You will come to some kind of agreement on how the situation should be handled, i.e., half payment, no interest payment, pay for this ad in advance, etc. (do not offer these solutions). Stress to participant that this is the first time in all the years you have been and advertiser that you have not paid your bill on time. You are currently experiencing a difficult sales period due to the current economic situation and as a result are having cash flow problems.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form.

The event will begin when the account representative (student) greets you as the store manager (Pat Smith).

There will be a run-off for this event.

ADVERTISING SERVICES
HUMAN RELATIONS/
MATH-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

Handle Customer Inquiries

1. The student diplomatically handled the customer's reaction to the denial notice.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

2. The student made an effort to review the customer's past credit history.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

3. The student attempted to find out the real cause for the past due account.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Show Empathy for Others

4. The student showed empathy when finding out about the cash flow problem.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Explain the Purpose and Importance of Credit

5. The student's rationale appropriately reflected his/her knowledge of the purpose and importance of past due accounts.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Interpret/Explain Credit Policies

6. The student correctly explained the company's billing policy.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

7. The student had feasible solutions on how to handle the customer's past due account.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Foster Positive Working Relationships

8. The student's presentation of his/her final decision made the customer feel the decision was justified.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Use Appropriate Assertiveness

9. The student used appropriate techniques to conduct business.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Explain the Nature of Positive Customer/Client Relations

10. The student acted and treated the customer in a professional, appropriate businesslike manner.

0 1 2 3 4 5
Not at all Poor Fair

Maintain Appropriate Personal Appearance

11. The student was dressed in a professional, appropriate businesslike manner.

0 1 2 3 4 5
Not at all Poor Fair

____

Total Points

RUN-OFF / STUDENT

You will have no prep time. The judges will ask you a few questions relating to the original case problem. They will be concentrating on the justification of your decisions in the case problem. Example (criteria used to make decisions).

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following questions:

1. At what point monetarily do you feel that a past due account cannot be negotiated?
2. At what point in time do you feel that a past due account can not be negotiated?
3. What criteria do you take into account to determine these decisions?

One judge should be selected to ask each student the set of questions.

One judge should be selected to ask each student the set of questions.

Each judge will evaluate each student independently. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

____
STUDENT I.D. NUMBER

ADVERTISING SERVICES
HUMAN RELATIONS/
MATH-89

RUN-OFF / EVALUATION SHEET

1. Did the student handle the question well on negotiating past due account?

0 1 2 3 4 5 6 7 8 9 10
Not at All Poor Fair Good Excellent

2. Did the student give acceptable reasons for determining past due decision?

0 1 2 3 4 5 6 7 8 9 10
Not at All Poor Fair Good Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of a Wisconsin DECA board member. The student will approach you with his/her ad layout for the cover of the DECA state yearbook (a publication that chronologically shows the events and happenings of the state conference).

The yearbook is used for recognition of students and promotion of the DECA conference to parents, teachers, administrator, businesspeople, other students, etc.

Possible questions could be:

1. Is there good eye flow in ad.
2. Can the layout be easily reproduced.
3. Explain parts of layout.
4. Have you met the target market.

Their objective is to convey their knowledge of layout and to justify the reasons for the layout.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form.

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS–89

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

Explain Parts of Print Advertisement

1. Headline:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Illustration–Graphic:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Logo:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Check Advertising Proofs

2. Was the layout free of mistakes?

0	1	2	3	4	5	6	7	8	9	10
Too Many					Few					None

Develop or Select Advertising Illustrations

3. Did the student effectively use illustrations in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good		Excellent

Expla[illegible] Use of Color in Advertising

4. Did t[illegible]nt explain the use of color in the cover?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good		Excellent

Explain Use of Slogans

5. Did the student use the slogan?

0	10
No	Yes

Develop Advertising Layouts

6. Did the student effectively present their total layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

7. Did the student discuss paper quality, letter style/size, etc?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Demonstrate Appropriate Creativity

8. The student used a fresh approach in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Poor		Fair			Good	Excellent	

Address People Properly

9. Was the customer handled professionally?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

10. Was enthusiasm shown on student's part?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

Use Proper Grammar and Vocabulary

11. Was proper grammar and terms used in presentation?

0	1	2	3	4	5
Not at all			Somewhat		Definitely

____

Total Points

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

1. Business dress was appropriate for meeting.

0	1	2	3	4	5
Not Appropriate			Somewhat Appropriate		Very Appropriate

Explain Parts of Print Advertisement

2. Headline:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Illustration–Graphic:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Logo:

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Check Advertising Proofs

3. Was the layout free of mistakes?

0	1	2	3	4	5	6	7	8	9	10
Too Many					Few					None

Develop or Select Advertising Illustrations

4. Did the student effectively use illustrations in the layout?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain the Use of Color in Advertising

5. Did the student explain the use of color in the cover?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good	Excellent	

Explain Use of Slogans

6. Did the student use the slogan?

0 10
No Yes

Develop Advertising Layouts

7. Did the student effectively present their total layout?

0 1 2 3 4 5 6 7 8 9 10
Not at all Poor Fair Good Excellent

8. Did the student discuss paper quality, letter style/size, etc?

0 1 2 3 4 5 6 7 8 9 10
Not at all Poor Fair Good Excellent

Demonstrate Appropriate Creativity

9. The student used a fresh approach in the layout?

0 1 2 3 4 5 6 7 8 9 10
Not at all Poor Fair Good Excellent

Address People Properly

10. Was the customer handled professionally?

0 1 2 3 4 5
Not at all Somewhat Definitely

11. Was enthusiasm shown on student's part?

0 1 2 3 4 5
Not at all Somewhat Definitely

Use Proper Grammar and Vocabulary

12. Was proper grammar and terms used in presentation?

0 1 2 3 4 5
Not at all Somewhat Definitely

____
Total Points

RUN-OFF / STUDENT

You will be asked to quickly present your layout to the Wisconsin Board of Directors as a whole.

Be prepared to answer a few question for the judges. They will be concentrated on your target market analysis.

You will be given no additional prep time for this.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following questions:

1. Having the student present the layout again.
2. Focus on the target market and whether it is being reached. How are they reaching businesspeople, parents, administration, teacher and still getting to students.

One judge should be selected to ask each student the set of questions.

Each judge will evaluate each student independently. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

____
STUDENT I.D. NUMBER

ADVERTISING SERVICES
PROMOTION/
COMMUNICATIONS-89

RUN-OFF / EVALUATION SHEET

1. Did the student adequately portray the image of DECA and the yearbook through the cover design?

0	1	2	3	4	5	6	7	8	9	10
No at All			Poor		Fair			Good		Excellent

2. Was the layout eye appeal?

0	1	2	3	4	5	6	7	8	9	10
No at All			Poor		Fair			Good		Excellent

3. Did the student successfully reach all the target markets.

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor		Fair			Good		Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED:

Explain the purpose and importance of credit

Interpret/explain credit policies

Use appropriate assertiveness

Show empathy for others

Handle customer inquiries

Maintain appropriate personal appearance

Use proper grammar and vocabulary

Explain the nature of positive customer/client relations

Foster positive working relationships

BRIEF DESCRIPTION OF THE EVENT:

You will role-play an advertising salesperson trying to handle a customer's problem.

MATERIALS NEEDED:

Pen/Pencil

Notecards

STUDENT INSTRUCTION SHEET

You will be given 10 minutes to prepare for this event. You will have 10 minutes to complete the role-playing situation with the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. After the event, give all written notes to the adult assistant before leaving the area.

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CONTEST SHEET #1

You are an account representative for the *Daily Press*. McCauley's Bridal Shop is your account. Pat Smith is the manager of McCauley's Bridal Ship.

McCauley's has been an advertiser for many years with your paper, with a good credit record.

Several days ago the advertising manager gave you the current list of past due accounts. McCauley's Bridal Shop appears on the list with a $912.50 balance (in excess of 30 days past due) from a Christmas ad campaign. The advertising manager has told all advertising reps to collect on past due accounts.

You have just returned from lunch and there is a message for you to pick up a half-page ad at McCauley's Bridal Shop.

You are to call on Pat Smith (in person) to attempt to collect the balance due and pick up the ad.

Past Due Account Policies

1. All accounts are due within 30 days of billing.
2. Late payments are subject to 1½ percent interest charge per month on the unpaid balance.
3. All outstanding bills should be collected in full before any new advertisements can be run. Any variation from this is discouraged but can be left up to the discretion of the account representative keeping in mind the profitability of the company.

JUDGE'S INSTRUCTION SHEET

Read all event material.

Review attached evaluation form.

The adult assistant will give you the student's I.D. sticker attached to the evaluation sheet before you meet the student. This will assure a more businesslike start to the oral presentation.

You will role-play Pat Smith, the manager of McCauley's Bridal Shop. Your problem is that you want to take out a half-page ad with the *Daily Press*, but you have a past due account. You will come to some kind of agreement on how the situation should be handled, i.e., half payment, no interest payment, pay for this ad in advance, etc. (do not offer these solutions). Stress to participant that this is the first time in all the years you have been and advertiser that you have not paid your bill on time. You are currently experiencing a difficult sales period due to the current economic situation and as a result are having cash flow problems.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form.

The event will begin when the account representative (student) greets you as the store manager (Pat Smith).

There will be a run-off for this event.

ADVERTISING SERVICES
HUMAN RELATIONS/
MATH-89

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET

Handle Customer Inquiries

1. The student diplomatically handled the customer's reaction to the denial notice.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

2. The student made an effort to review the customer's past credit history.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

3. The student attempted to find out the real cause for the past due account.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Show Empathy for Others

4. The student showed empathy when finding out about the cash flow problem.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Explain the Purpose and Importance of Credit

5. The student's rationale appropriately reflected his/her knowledge of the purpose and importance of past due accounts.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

Interpret/Explain Credit Policies

6. The student correctly explained the company's billing policy.

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Excellent

7. The student had feasible solutions on how to handle the customer's past due account.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Excellent	

Foster Positive Working Relationships

8. The student's presentation of his/her final decision made the customer feel the decision was justified.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Excellent	

Use Appropriate Assertiveness

9. The student used appropriate techniques to conduct business.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Excellent	

Explain the Nature of Positive Customer/Client Relations

10. The student acted and treated the customer in a professional, appropriate businesslike manner.

0	1	2	3	4	5
Not at all			Poor		Fair

Maintain Appropriate Personal Appearance

11. The student was dressed in a professional, appropriate businesslike manner.

0	1	2	3	4	5
Not at all			Poor		Fair

____
Total Points

RUN-OFF / STUDENT

You will have no prep time. The judges will ask you a few questions relating to the original case problem. They will be concentrating on the justification of your decisions in the case problem. Example (criteria used to make decisions).

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following questions:

1. At what point monetarily do you feel that a past due account cannot be negotiated?
2. At what point in time do you feel that a past due account can not be negotiated?
3. What criteria do you take into account to determine these decisions?

One judge should be selected to ask each student the set of questions.

One judge should be selected to ask each student the set of questions.

Each judge will evaluate each student independently. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

STUDENT I.D. NUMBER

ADVERTISING SERVICES
HUMAN RELATIONS/
MATH–89

RUN-OFF / EVALUATION SHEET

1. Did the student handle the question well on negotiating past due account?

0 1 2 3 4 5 6 7 8 9 10
Not at All Poor Fair Good Excellent

2. Did the student give acceptable reasons for determining past due decision?

0 1 2 3 4 5 6 7 8 9 10
Not at All Poor Fair Good Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematical problems involving percentages

Calculate cash discounts

Calculate trade discounts

Calculate quantity discounts

BRIEF DESCRIPTION OF THE EVENT

This is a 50 question multiple-choice test. You will have 50 minutes to complete the test.

Ties will be broken by answering pre-selected questions correctly. If ties still remain, time will be used as the final tie-breaker.

MATERIALS NEEDED

Two № 2 pencils with erasers

Calculator (no solar or programmable calculators)

Scratch paper

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements.

1. Determine the profit on a product when:

selling price = $40.00
cost = $12.00
operating expenses = $11.00

a. $17.00
b. $39.00
c. $41.00
d. $363.00
e. None of the above

2. Calculate the total due for the following C.O.D. transaction:

Selling price of merchandise	$25.00
Sales tax rate	5%
Postage charge	$2.00
C.O.D.	$2.00

a. $26.00
b. $30.45
c. $30.25
d. $29.00
e. None of the above

3. Identify the cost per thousand of the following radio advertisement:

One 60-second spot = $75
Listening audience = 10,000
Cost per thousand = ?

a. $75 .00
b. $.0005
c. $7.50
d. $.0075
e. None of the above

4. Which of the following prices is psychologically priced:

a. $1.00
b. $2.50
c. $7.97
d. $8.70
e. None of the above

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so. You will have 50 minutes to complete this event.

Record all answers on the Scan-Tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct.

Use only a № 2 pencil.

To change answers, remember to thoroughly erase the old answer before entering the new one.

If you have any questions, raise your hand and the adult assistant will assist you.

There is to be no talking during the test.

Student I.D. stickers are to be attached to the Scan-Tron sheet as instructed by the adult assistant.

Return test booklet and Scan-Tron sheet to the adult assistant when done.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same test period.

Certain questions will be used as a tie-breaker.

Each question is worth two points.

Note:

*Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123.56.)

5. Radio Station "W" charges $22.00 for an advertising slot. Station "X" charges $15.00 for the same slot. What is the percent of savings if you advertise with Station "X" over Station "W":

   a. 30%
   b. 68%
   c. 32%
   d. 23%
   e. None of the above

6. Diamond Advertising Specialty Co. inventories for three months (retail) were as follows: October Inventory—$250,000, November Inventory—$180,000 and December Inventory—$200,000. What was the average inventory for these three months?

   a. $220,000 (retail)
   b. $205,000 (retail)
   c. $215,000 (retail)
   d. $210,000 (retail)
   e. None of the above

7. Your company will participate in a $30,000 cooperative advertising campaign with three other manufacturers. It has been agreed by all parties that ads rate of contribution will be based on each company's previous year's gross income. The companies list their gross incomes as $250,000, $274,000, $266,000 and your company's gross was $210,000. What will be your company's share of the cooperative advertising campaign?

   a. $8,220
   b. $7,500
   c. $6,300
   d. $8,010
   e. None of the above

8. A customer made a down payment of $225 on an invoice with a total price of $899. What is the balance due?

   a. $674
   b. $664
   c. $647
   d. $637
   e. None of the above

9. Commission sales for five salespersons totaled $2,005.50. What were the average commission sales?

   a. $401.10
   b. $410.02
   c. $410.10
   d. $500.10
   e. None of the above

10. An invoice paid within 10 days of receipt entitles you to a 2% discount. If the amount billed is $20,500, what is the amount owed using the discount?

    a. $20,090
    b. $4,100.00
    c. $20,500
    d. $410.00
    e. None of the above

11. An item lists at $850 and is subject to discounts of 20%, 15% and 10%. What is the amount of the second discount?

    a. $57.80
    b. $102.00
    c. $170.00
    d. $127.50

12. Determine what percentage of the annual advertising budget is being used for a direct mail coupon promotion your company is conducting when the annual advertising budget is $22,500 and the total direct mail cost is $3,375.

    a. 20%
    b. 17%
    c. 15%
    d. 16%
    e. None of the above

13. Last year $4,000 was spent on newspaper advertising. $1,500 was spent on direct mail, and $4,500 was spent on radio. This year $3,900 was spent on direct mail and $3,000 was spent on radio advertising. How much more or less, was spent this year compared to last year?

    a. $6,900 less
    b. $3,100 less
    c. $3,100 more
    d. $10,000 more
    e. None of the above

14. Herb's department store has budgeted $500.00 for local advertising for the month of April. A local supplier will pay 50% of the advertising costs. If Herb's' takes advantage of this proposal, what is the combined amount that Herb's and the supplier can spend for ads in June:

    a. $250
    b. $500
    c. $1,000
    d. $750
    e. None of the above

15. Add: 1/4 + 1/4 =

    a. 1/8
    b. 1/2
    c. 1/16
    d. 2/8
    e. None of the above

16. Add: 9-1/2 + 5-1/3 =

    a. 14-5/6
    b. 14-2/5
    c. 14-1/6
    d. 34/6
    e. None of the above

17. The Dead Goat Restaurant's annual net sales are $150,000. Of the 5% allocated for the advertising budget, 30% is to be used for the lounge. What is the advertising budget for the lounge:

    a. $7,500
    b. $750
    c. $2,250
    d. $5,250
    e. None of the above

18. The annual net sales of the Bert's Restaurant are $150,000. If 6.2%% of sales is allocated for advertising, what is the advertising budget:

    a. $9,300
    b. $15,000
    c. $7,500
    d. $93,000
    e. None of the above

19. A hardware store had budgeted $8,200 for advertising next year, but a supplier of tools offered an extra 42% for co-op advertising. How much can the store spend on advertising next year:

    a. $8,200
    b. $11,644
    c. $4,756
    d. $3,444
    e. None of the above

20. WGTO-TV has an audience of 36,000 during the 10 o'clock news. The cost of one 30-second is $180.00. What is the cost per thousand of this ad?

    a. $5.00
    b. $.05
    c. $.56
    d. $1.80
    e. None of the above

21. You promised each new client a 10% discount on all broadcast media ads. Eugene Smith calls for a price quote on a newspaper ad normally costing $420. Mr. Smith has never been a customer before. What price do you quote him:

    a. $42
    b. $388
    c. $420
    d. $378
    e. None of the above

22. Divide the following: $2.48 ÷ 1-1/8 =

    a. $.31
    b. $2.79
    c. $2.59
    d. $2.20
    e. None of the above

23. Change 2/5 to a percent:

    a. 20%
    b. 40%
    c. 45%
    d. 60%
    e. None of the above

24. $12.00 x 6⅔% =

    a. $0.80
    b. $800.00
    c. $80.00
    d. $240.00
    e. None of the above

Use the Quantity Price List for Questions 25-27.

Item	1-6	7-12	13-24	25-28	29 or more
30 Second Spot Ad	$25	$24	$23	$22	$20

25. Pick-N-Lots had 24 advertisements of 30 seconds each.. What is their total cost:
    - a. $528
    - b. $552
    - c. $652
    - d. None of the above

26. What would be the cost per spot to run two advertisements of 60 seconds each:
    - a. $25
    - b. $75
    - c. $50
    - d. $100
    - e. None of the above

27. Cheryl's Discount Store would like to know the total savings in packages between 50-30 second spots and 25-30 second spots:
    - a. $1,000
    - b. $450
    - c. $550
    - d. $650
    - e. None of the above

28. Your boss, Al K. Seltzer, instructs you to give a 32% trade discount on orders over $1,200. You are billing Joe's Supermarket for a television commercial which costs $1,950. What is the amount of the discount:
    - a. $624.00
    - b. $1,950.00
    - c. $384.00
    - d. $62.40
    - e. None of the above

29. From the problem above, what is the net amount Joe's will have to pay after the discount is taken:
    - a. $1,950
    - b. $1,566
    - c. $1,326
    - d. $ 816.00
    - e. None of the above

30. From the following figures, estimate the total advertising budget for the year: Projected total sales $1,000,000; markup 16% of sales; and advertising 7% of sales.

    a. $23,000
    b. $230,000
    c. $160,000
    d. $70,000
    e. None of the above

31. Diamond Specialty Advertising Co. purchased the following items:

    10 items @ 15.95 each; 25 items @ 12.95 each; and 30 items @ 8.95 each. The average price of the items was:

    a. $12.62
    b. $11.57
    c. $11.60
    d. $12.61
    e. None of the above

32. The D.E.C.A. Company ordered items based on the following rates:

    350 folders at 6.89 per C
    1,220 envelopes at 2.87 per M
    123 file cards at 4.00 per C

    The total bill was:

    a. $32.54
    b. $52.54
    c. $52.52
    d. $24.12
    e. None of the above

33. On sales amounting to $5,000, a salesperson with the Wilson Advertising Agency received $2,000 commission. The rate of commission was:

    a. 2.5%
    b. 40%
    c. .4%
    d. 25%
    e. None of the above

34. You must purchase 3/4 of a yard of cloth for a window display. The fabric you selected is $7.99 a yard. How much do you need to take from petty cash to pay for the fabric (without tax):

    a. $6.00
    b. $5.99
    c. $2.00
    d. $4.99
    e. None of the above

35. The cost for a 60 second radio commercial on Friday aired between 5:30 a.m. - 10:00 a.m. is $90. If the client requests two commercials and is given a 9% discount, what is the total amount to be paid by the client:

    a. $81.00
    b. $16.20
    c. $163.80
    d. $180.00
    e. None of the above

36. You are ordering new media kits for your television station. The cost per kit for quantities of less than 5,000 is $1.29. How much will the kits cost your station if you order 2,850:

    a. $36,765
    b. $2,800
    c. $5,000
    d. $3,611
    e. None of the above

37. Add:

$$\begin{array}{r} 3.291 \\ .602 \\ 2.1 \\ .43 \\ \underline{6.800} \end{array}$$

    a. 13.213
    b. 12.213
    c. 13.223
    d. 13.233
    e. None of the above

38. Determine net sales for ABC Printing if gross sales for the year were $100,000, sales returns totaled $8,000, and advertising expenses totaled $17,000:

    a. $75,000
    b. $92,000
    c. $115,000
    d. $108,000
    e. None of the above

39. The Greenhouse Company had net sales of $5,940. The closing inventory was $2,000, and the company's cost of goods sold was $3,400. What is the company's gross margin:

    a. $2,540
    b. $540
    c. $4,540
    d. $11,340
    e. None of the above

40. If an income statement showed sales of $40,000, cost of goods sold $20,000, rent expense $6,000, salary expense $12,000, and miscellaneous expenses $2,000, what is the net profit or net loss:

    a. No profit or loss
    b. Profit–$78,000
    c. Loss–$6,000
    d. Loss–$8,000
    e. None of the above

41. A manufacturer of newsprint quotes you a price of $1,500.00 with a 40% trade discount. The net cost to your business is:

    a. $90
    b. $600
    c. $900
    d. $2,100
    e. None of the above

42. If a bill in the amount of $100 with terms of 1/10, n/30 is paid 19 days before the net due date, what amount should be paid:

    a. $70
    b. $90
    c. $99
    d. $100
    e. None of the above

43. A retail store is able to buy a 6-month newspaper advertisement for a total price of $500. In an effort to maintain the business for repeat business, the newspaper companies offer a series discount of 30%, 20%, 10%. What is the final price the store owes for the advertisement:

    a. $300
    b. $252
    c. 250
    d. $248
    e. None of the above

44. An advertisement in the newspaper was 10-inches deep and 3-columns wide. The paper's open rate was $9.00 per column inch. Calculate the cost for this advertisement:

    a. $27
    b. $270
    c. $90
    d. $135
    e. None of the above

45. An agency receives an invoice for $149.00 and takes advantage of the 5% cash discount by paying early. The net cost to the agency is:

    a. $7.45
    b. $141.55
    c. $74.50
    d. $148.50
    e. None of the above

46. Total cost to a business ordering merchandise with list prices of $1,450.69, $1,225.15, $498.98, and $565.35, with a trade discount of 30%, is:

    a. $2,618.12
    b. $1,122.06
    c. $3,640.17
    d. $3,740.17
    e. None of the above

47. One category shown on a profit and loss statement is:

    a. assets
    b. liabilities
    c. owner's equity
    d. operating expenses
    e. None of the above

48. Net sales are determined by ____________ gross sales:

    a. subtracting returns from
    b. adding returns to
    c. calculating gross margin on
    d. calculating margin as a percentage of
    e. None of the above

49. On sales amounting to $4,750 on advertising account salesperson receives $332.50 commission. The rate of commission is:

    a. 7%
    b. .07%
    c. 70%
    d. 3%
    e. None of the above

50. Traci Nesser's total sales last month were $9,250 and her commission was $183.75. As she receives commission only on monthly sales in excess of $4,000, her rate of commission is:

    a. 2%
    b. 4%
    c. 3.5%
    d. 5%
    e. None of the above

ANSWER KEY

1. A
2. C
3. C
4. C
5. C
6. D
7. C
8. A
9. A
10. A
11. B
12. C
13. B
14. C
15. B
16. A
17. C
18. A
19. B
20. A
21. C
22. D
23. B
24. C
25. B
26. C
27. B
28. A
29. C
30. D
31. B
32. A
33. B
34. B
35. C
36. A
37. C
38. B
39. A
40. A
41. C
42. D
43. B
44. B
45. B
46. A
47. D
48. A
49. A
50. C

TIE BREAKERS

1. 31
2. 21
3. 11
4. 25
5. Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Submit all Scan-Tron sheets to the series director; they may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 50 minutes to complete this test.

Note the tie-breaking procedure identified on the answer key. Record the time needed to complete the test on the Scan-Tron sheet.

Recalculate all score sheets to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

COMPETENCIES TO BE TESTED:

Maintain appearance

Utilize appropriate sales approach

Ask pertinent questions to identify more clearly customer needs, wants, interests, etc.

Demonstrate merchandise by getting it into customer's hands, having them try it on, etc., to create desire and attachment to the item

Demonstrate skill to maintain a usable bank of product knowledge, selecting that which can be used with individual customers

Encourage the customer to reach a favorable buying decision by anticipating and resolving objections

Obtain agreement and commitment from the customer concerning the selection of merchandise

Justify price of an item in terms of merchandise features and benefits

Demonstrate knowledge of how to address other people in a businesslike manner

Maintain positive attitude toward individual responsibilities and/or department and company operations

Demonstrate initiative in dealing with customers, other employees, and manager

BRIEF DESCRIPTION OF THE EVENT:

The student will be involved in an oral selling situation.

There will be a run-off for this event.

MATERIALS NEEDED:

Items needed to perform a sale. This excludes items needed to write up the sale (sales checks, etc.)

STUDENT INSTRUCTION SHEET

You will be involved in a sales situation.

You will have 5 minutes to prepare your presentation and 10 minutes to make your presentation.

Your I.D. sticker should be given to the adult assistant just before you are ready to report for your presentation.

You may use one minute of your presentation time to set up your product(s).

There will be run-offs for this event.

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
SELLING/HUMAN RELATIONS–89

CONTEST SHEET

Your are a salesperson in a department store (i.e., Prange's, Boston Store, Marshall Fields) that is located in a mall.

The mall is in an area that has just been affected by several company lay-offs of employees. The economic situation for many families is not good.

The judge will play the role of a customer interested in buying your product. You are to initiate the selling situation by approaching the judge who is already looking at the product(s).

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
SELLING/HUMAN RELATIONS–89

JUDGE'S INSTRUCTION SHEET

You will play the role of a customer at a department store. The student will play the role of salesperson and conduct a sales presentation.

The student has been instructed to approach you and initiate the conversation while you are already looking at the merchandise.

You should ask questions and voice an objection to the price. If the student does not offer price, ask them for it. Do not buy. We want the student to offer you "layaway" or "hold." Be consistent with all students—as much as you possibly can.

The student will have 10 minutes to complete his/her presentation. You will then have 5 minutes to complete the evaluation.

The adult assistant will give you the student's I.D. sticker to be placed on the evaluation sheet before you meet the student to assure a more businesslike start to the presentation.

The student will be given one minute to display his/her merchandise to be sold before the event starts.

You should read the contest sheet and evaluation sheet before meeting the first student. **The situation should also be role-played before your first student.**

At the conclusion of the event, tell each student at least one competency he/she performed well and one area that needs improvement.

Do not give the student unreasonably "high hopes" for run-offs. This only lets him/her down if someone who performs better comes along. (Do not tell anyone they will be in the run-offs.)

Keep the first three student evaluations so you can make a comparison and determine what to expect from the students. Feel free to discuss your scores with the other judges, so we have some consistency. After the 4th evaluation, keep the top two scores and return all others to the adult assistant in charge.

There will be run-offs this afternoon.

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
SELLING/HUMAN RELATIONS–89

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET

INDICATE THE DEGREE IN WHICH THE STUDENT:

MAINTAINED APPEARANCE.

1. The student was dressed appropriately in a businesslike or fashionable manner.

0	1	2	3	4	5	6	7	8	9	10
Inappropriate			Somewhat appropriate				Most appropriate		Very appropriate	

UTILIZED APPROPRIATE SALES APPROACH.

2. The student used an appropriate approach.

0	1	2	3	4	5	6	7	8	9	10
Inappropriate			Somewhat appropriate				Most appropriate		Very appropriate	

ASKED PERTINENT QUESTIONS TO IDENTIFY MORE CLEARLY CUSTOMER NEEDS, WANTS, INTERESTS, ETC.

3. The student determined customer needs/buying motives.

0	1	2	3	4	5	6	7	8	9	10
Not at all			Very little/ asked one question			Thorough/ asked a few questions			Very thorough/ asked a lot of questions	

DEMONSTRATED MERCHANDISE BY GETTING IT INTO CUSTOMER'S HANDS, HAVING THEM TRY IT ON, ETC., TO CREATE DESIRE AND ATTACHMENT TO THE ITEM

4. The student allowed the customer to handle and examine the product.

0	1	2	3	4	5	6	7	8	9	10
Not at all			Held the merchandise themselves/didn't offer to judge			Allowed judge to handle and inspect to a degree			Placed it in the judge's hands and allowed a lot of time to handle	

DEMONSTRATED SKILL TO MAINTAIN A USABLE BANK OF PRODUCT KNOWLEDGE, SELECTING THAT WHICH CAN BE USED WITH INDIVIDUAL CUSTOMERS.

5. The student demonstrated sufficient product knowledge/features and benefits.

0	1	2	3	4	5	6	7	8	9	10
None given			Little information		Some information				Lots of information	

ENCOURAGED THE CUSTOMER TO REACH A FAVORABLE BUYING DECISION BY ANTICIPATING AND RESOLVING OBJECTIONS.

6. The student overcame customer objections.

0	1	2	3	4	5	6	7	8	9	10
Not at all					Somewhat/ some problems with tact				Very effective/ tactful	

OBTAINED AGREEMENT AND COMMITMENT FROM THE CUSTOMER CONCERNING THE SELECTION OF MERCHANDISE.

7. The student attempted to close the sale using an appropriate method (offering "layaway" or "hold").

0	1	2	3	4	5	6	7	8	9	10
No attempt					Abrupt					Smooth & timely

JUSTIFIED PRICE OF AN ITEM.

8. The student justified the price of the merchandise in terms of features and benefits.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat					Excellent

DEMONSTRATED KNOWLEDGE OF HOW TO ADDRESS OTHER PEOPLE IN A BUSINESSLIKE MANNER.

9. The student spoke in a businesslike manner.

0	1	2	3	4	5
No			Somewhat		Excellent

MAINTAINED POSITIVE ATTITUDE TOWARD INDIVIDUAL RESPONSIBILITIES AND/OR DEPARTMENT AND COMPANY OPERATIONS.

10. The student showed enthusiasm for the merchandise and store.

0	1	2	3	4	5
Not at all			Somewhat		Excellent

DEMONSTRATED INITIATIVE IN DEALING WITH CUSTOMERS, OTHER EMPLOYEES, AND MANAGERS.

11. The student took the initiative in handling different aspects of the sales presentation.

0-1	2-3	4-5-6	7-8	9-10
Not at all		Somewhat assertive		Very assertive

RUN-OFF / STUDENT

You will be explaining to the judges the following:

1. The importance of handling customers' objections.
2. The importance of "layaway" or "hold."

You will have 5 minutes to prepare. Five minutes to present.

RUN-OFF / JUDGES

The student will have 5 minutes to prepare for run-offs and 5 minutes to present. They will be explaining the following to you:

1. The importance of handling customers' objections.
2. The importance of "layaway" or "hold."

An evaluation sheet is provided. Each judge submits a separate evaluation. Give to adult assistant after each student. In the event of a tie, discussion will take place among the judges to determine the final winner.

Select one judge to ask each student the questions after they enter the judging area.

____
STUDENT I.D. NUMBER

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
SELLING/HUMAN RELATIONS–89

RUN-OFF / EVALUATION SHEET

1. The student explained the importance of handling customers' objections.

0-1	2-3	4-5-6	7-8	9-10
Not at all	Not very thorough	Somewhat thorough	Thorough	Very thorough

2. The student explained the importance of "layaway" or "hold."

0-1	2-3	4-5-6	7-8	9-10
Not at all	Not very thorough	Somewhat thorough	Thorough	Very thorough

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED:

Select for display merchandise that is appropriate, seasonal and timely

Determine merchandise which is of interest to customer

Present various colors coordinated combinations of apparel and accessories

Suggest related items, accessory items, etc., to obtain sales

Coordinate apparel and accessories to promote multiple sales by selling the "total" look

Compare prices and price lines for customers for items of apparel and accessories

Demonstrate knowledge of how to address people in a businesslike manner

BRIEF DESCRIPTION OF THE EVENT:

You will role-play an employee of an outlet store assigned to holiday display. There will be a run-off for this event.

MATERIALS NEEDED:

Notecards

Pens/pencils

Poster board – 22 × 28

Glue or tape

Scissors

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 10 minutes to complete the role-playing situation with the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. You must also take the store catalog in with you. After the event, give all written notes, tag board and catalog to the adult assistant before leaving the area.

You should initiate the conversation with the judge as soon as you approach them.

CONTEST SHEET #1

You are an employee in a catalog outlet store located in a regional outlet mall. The mall is located on an interstate between two metropolitan cities. The manager has delegated to you the responsibility of selecting merchandise from the store catalog for four (4) specific displays within your store. Contest Sheet #2 shows the displays you are responsible for.

Each display area should utilize the following style and price lines;

A. Display Window 1—Casual Clothes/Low price line

B. Display Window 2—Dress Clothes/High price line

C. Top of Rounder—Any Clothes/Any price line

D. Display Case By Counter—Any Clothes/Any price line

Your manager wants you to select merchandise that will create a special look for Father's Day. Accessories are very important to obtain additional sales. All items in the catalog will be available in the store by the time the display is due up.

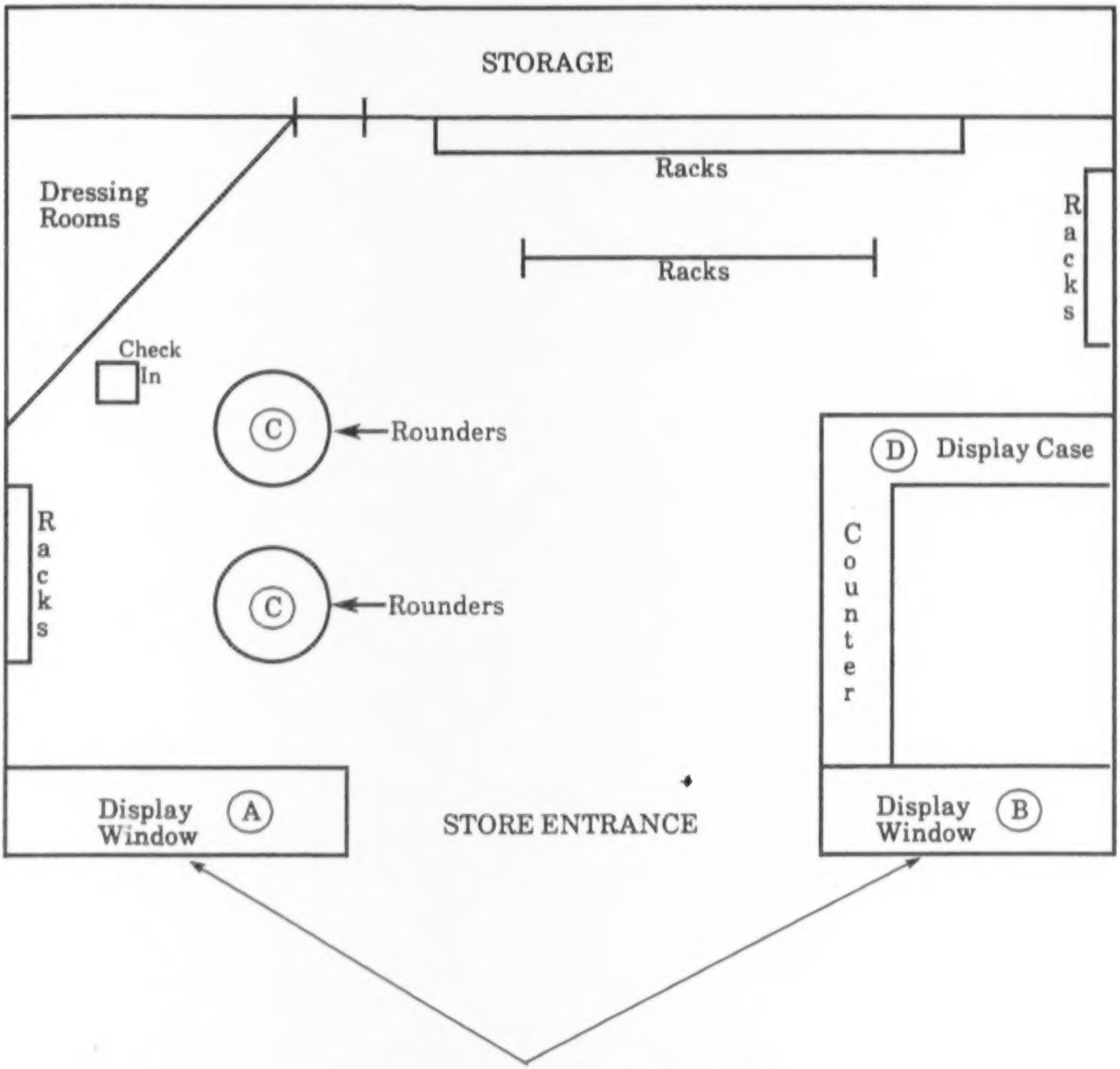
Select merchandise from the catalog. Cut and paste your selections on the poster board.

The manager will expect to see you in his/her office in 20 minutes to listen to your ideas on merchandise selection for the four displays.

You will start the meeting with your manager (Mr./Mrs. Jones), greeting then in an appropriate businesslike manner.

An example of your store is on Contest Sheet #2.

CONTEST SHEET #2


STORAGE
Racks
Dressing Rooms
Racks
Racks
Check In
C
Rounders
D Display Case
Racks
Counter
C
Rounders
Display Window A
STORE ENTRANCE
Display Window B

Display cases you are responsible for—
Each display case has the capacity for
two mannequins

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of a manager in an outlet store (Chris Jones). The student will approach you as the employee in charge of a display you assigned him/her to complete. The student will have 10 minutes to present his/her ideas and will initiate the conversation. Three specific questions for you to ask the student are:

1. Why did you select that specific merchandise to reflect the "total" look?

2. Do you feel the merchandise represents our store well?

3. Is this merchandise appropriate for Father's Day?

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form.

The event will begin when the employee (student) greets you as the store manager (Mr./Mrs. Jones).

There will be a run-off for this event.

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
PROMOTION/SELLING/
COMMUNICATIONS–89

EVALUATION SHEET

Select Appropriate Merchandise

1a. The student selected appropriate merchandise for the holiday

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

b. The student fully explained the reasons for merchandise selection.

0	1–2	3–4	5–6	7–8	9–10
Poor		Explained some		Explained most	Explained all choices well

Determine merchandise of interest

2. The student selected merchandise that was considered "CASUAL."

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

Sell "Total" Look

3. The student selected merchandise that created the "total" look for each of the display cases.

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

Suggest Related Items, Accessories, Etc. to Obtain Sales

4. The student selected accessories that will help obtain additional sales.

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

Color Coordinated Combinations

5. The student coordinated color combinations in an effective manner.

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

Price Lines

6. The student selected appropriate price lines for the display windows.

0	1–2	3–4	5–6	7–8	9–10
Inappropriate		Some were appropriate		Most appropriate	All appropriate

Communications

7a. The student used proper grammar and vocabulary.

0	1–2	3–4	5–6	7–8	9–10
Poor		Average			Excellent

b. The student was dressed appropriately and acted businesslike.

0	1–2	3–4	5–6	7–8	9–10
Poor		Average			Excellent

c. The student communicated his/her ideas effectively.

0	1–2	3–4	5–6	7–8	9–10
Poor		Average			Excellent

____
Total Points

RUN-OFF / STUDENT

You will be asked two questions on your knowledge of the display relating back to the original competencies from this morning's event.

You will be given no additional prep time for this.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following questions:

1. Identify the price lines for the catalog and explain the reason we offer price lines.
2. Why do we have coordinated displays?

One judge should be selected to ask each student the set of questions.

Each judge will evaluate each student independently. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

STUDENT I.D. NUMBER

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
PROMOTION/SELLING/
COMMUNICATIONS–89

RUN-OFF / EVALUATION SHEET

1. Did the student give adequate criteria for price lining in the catalog?

0 1 2 3 4 5 6 7 8 9 10
No detail Poor Fair Good Great detail

2. Did the student explain the use of coordinated displays?

0 1 2 3 4 5 6 7 8 9 10
Not at all Poor Fair Good Excellent

3. Did the student give a reason for the use of price lines?

0 1 2 3 4 5 6 7 8 9 10
Not at all Poor Fair Good Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

APPAREL AND ACCESSORIES
MASTER EMPLOYEE
MATH-89

COMPETENCIES TO BE TESTED:

Perform mathematical computations applicable to marketing functions

Use calculating equipment to perform mathematical computations

Utilize information from tables, graphs, and charts such as tax tables, work schedules, organization charts, etc.

BRIEF DESCRIPTION OF THE EVENT:

The event will consist of a 50 question multiple-choice test which will test your knowledge of the competencies listed above.

Ties will be broken by correct answers to selected questions within the test. Time will be used as the final tie-breaker only.

MATERIALS NEEDED:

Two № 2 pencils with erasers

Non-programmable, non-solar calculator

STUDENT INSTRUCTION SHEET

You will be given 45 minutes to complete this event. Specific questions will be used as tie-breakers. Time is only considered for final tie-breakers.

Use only a № 2 pencil.

Select the best answer for each question and record your answer on the Scan-Tron sheet. Make sure to fill in your answers completely. If you have to erase, make sure your answer is fully erased before you make the necessary correction.

When the test begins, there will be no talking.

If you have any questions, raise your hand. The adult assistant will come over to help you.

Do not write on the test. Record all your answers properly on the Scan-Tron sheet.

You are allowed to use a calculator but you may not borrow one from another student taking the test during the same test period.

*Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123. 56.)

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO FROM THE ADULT ASSISTANT.

CONTEST SHEET #1

MULTIPLE CHOICE: **Identify the one best answer for each of the following statements.**

For each of the following sales transactions (1-3), choose the correct change to give the customer. Tax is already added to the price:

1. Customer purchased a bracelet for $12.83. Gave salesperson $20.00
   a. $7.07
   b. $7.77
   c. $8.07
   d. $7.17
   e. none of the above

2. Customer purchased a tie for $15.39. Gave salesperson $20.09.
   a. $4.61
   b. $4.71
   c. $4.60
   d. $4.70
   e. none of the above

3. Customer purchased socks for $4.51. Gave salesperson $5.51.
   a. $1.01
   b. $1.00
   c. $.50
   d. $.99
   e. none of the above

For each of the following sales transactions (4-6), choose the correct change to give to the customer, tax is not figured into the price. Use 5% for tax.

4. Customer purchased ski jacket for $49.99. Gave salesperson $60.00.
   a. $7.51
   b. $10.00
   c. $10.01
   d. $7.52
   e. none of the above

5. Customer purchased scarf for $16.39. Gave salesperson $20.00.

   a. $2.78
   b. $3.61
   c. $3.60
   d. $2.79
   e. none of the above

6. Customer purchased a pair or earrings for $2.45. Gave salesperson $3.00.

   a. $.43
   b. $.55
   c. $.54
   d. $.42
   e. none of the above

Use the following information for questions 7-10:
The Brighter Ski Shop had purchases of $15,800, total sales of $46,700, sales returns of $700, and ending inventory of $9,200, and a beginning inventory of $20,600.

7. What were the net sales for the year?

   a. $46,700
   b. $47,400
   c. $47,000
   d. $46,000
   e. none of the above

8. What was the cost of the merchandise that was sold?

   a. $27,200
   b. $46,000
   c. $36,400
   d. $52,750
   e. none of the above

9. What was the gross margin?

   a. $30,900
   b. $18,800
   c. $21,500
   d. $25,000
   e. none of the above

10. What percentage of net sales did the gross margin represent?

   a. 26%
   b. 41%
   c. 43%
   d. 28%
   e. none of the above

For the following items (11-15) find the cost that the store has to pay for them:

11. Men's Shirt: Retail = $18.99, Markup = 42%

    a. $11.02
    b. $7.97
    c. $11.01
    d. $7.98
    e. none of the above

12. Men's Slacks: Retail = $32.00, Markup = 30%

    a. $9.60
    b. $22.40
    c. $10.67
    d. $21.34
    e. none of the above

13. Men's Sport Coat: Retail = $124.36, Markup = 50%

    a. $62.18
    b. $60.19
    c. $60.18
    d. $62.19
    e. none of the above

14. Women's Bathing Suit: Retail = $32.00, Markup = 60%

    a. $12.80
    b. $19.20
    c. $19.21
    d. $12.81
    e. none of the above

15. Women's 14kt Gold Bracelet: Retail $126.00, Markup = 55%

    a. $69.30
    b. $43.25
    c. $83.98
    d. $56.70
    e. none of the above

16. The retail price of a pair of pants is $35.00 and the sales price ¼ off. What is the marked down price?

    a. $26.25
    b. $8.75
    c. $34.12
    d. $8.76
    e. none of the above

17. The markdown price of a scarf is $9.10. The original price was $14. The markdown is what % of the original price?

    a. 30%
    b. 33%
    c. 35%
    d. 37%
    e. none of the above

18. The number of coins found in a roll of quarters is:

    a. 80
    b. 70
    c. 40
    d. 50
    e. none of the above

19. A customer exchanges a suit costing $225 (plus tax) for a dress costing $85, a pair of shoes costing $38, and a necklace costing $14. Sales tax is 5%. There is . . .

    a. a refund of $88
    b. a refund of $92.40
    c. money due–$88
    d. money due–$92.40
    e. none of the above

20. A customer has placed a winter coat costing $250 on layaway. State sales tax is 5%, and there is a $3.00 service charge for layaway. The customer's initial deposit is $50.00, with a second payment of $30.00. What is the balance due?

    a. $173.00
    b. $184.39
    c. $173.25
    d. $185.50
    e. none of the above

21. Using the following information calculate open to buy:

    Estimated Sales = $12,000
    Estimated EOM = $22,000
    Estimated Markdowns = $750
    Estimated BOM = $17,000
    Merchandise on order = $5,000

    a. $34,750
    b. $17,750
    c. $12,750
    d. $10,750
    e. none of the above

22. Prange's sold 2,000 pairs of Nike court shoes in one year. Their average inventory was 500 pairs. What is the stock turnover rate in units?

a. 50
b. 5
c. 4
d. 40
e. none of the above

23. A jewelry store had an average inventory of 30 Benrus watches and sold 100/year. The annual stock turnover rate in units would be:

a. 3
b. 3.66
c. 3.33
d. 4
e. none of the above

24. A DECA chapter plans to sell school shirts which cost $36 per dozen. There is also a $20 fee for the art imprint, and $9 per dozen for shipping. The club plans to sell the shirt for $7 each. If twelve dozen are ordered, how many shirts must be sold to break even?

a. 60
b. 80
c. 96
d. 100
e. none of the above

25. The Leather Shop had a beginning inventory of $14,000, purchases of $35,000, and sales of $25,000. Determine perpetual inventory.

a. $74,000
b. $24,000
c. $60,000
d. $20,000
e. none of the above

Calculate the sale or discount price to the customer/employee for the following (26-30). Add on sales tax of 5%.

26. Customer buys a pair of earrings, original price is $3.99 with a 15% sale.

a. $3.56
b. $3.39
c. $3.84
d. $3.38
e. none of the above

27. Employee purchases a scarf for $5.79 and received a 20% employee discount.

    a. $4.63
    b. $4.86
    c. $4.62
    d. $4.68
    e. none of the above

28. Customer purchases a jacket, original price is $99.95 with a 26% sale.

    a. $73.96
    b. $78.69
    c. $77.66
    d. $78.96
    e. none of the above

29. Customer purchases a necklace for $12.90. It is on sale – 10% off.

    a. $11.61
    b. $11.66
    c. $12.19
    d. $12.24
    e. none of the above

30. Employee purchases a suit, original price is $299.99. It is on sales – 25% off. He also receives a 30% employee discount.

    a. $157.50
    b. $157.49
    c. $165.37
    d. $156.37
    e. none of the above

Use the following information to answer questions (31-34):

Terms: 2/10 N30
Invoice Amount: $550
Invoice Date: January 10, 1989

31. When is the deadline for taking the discount?

    a. January 19
    b. January 20
    c. January 12
    d. January 13
    e. none of the above

32. What is the discount amount?

    a. $11.00
    b. $55.00
    c. $10.00
    d. $60.00
    e. none of the above

33. What is the amount payable if the discount is taken?

    a. $539
    b. $495
    c. $540
    d. $490
    e. none of the above

34. What is the deadline for paying the net amount?

    a. February 8
    b. February 9
    c. February 10
    d. February 11
    e. none of the above

Use the following information to answer questions 35-38:

Terms: 5/10 N30 EOM
Invoice Amount: $2,956.00
Invoice Date: November 15,1989

35. What is the deadline for taking the discount?

    a. November 24
    b. November 25
    c. November 26
    d. December 10
    e. none of the above

36. What is the discount amount?

    a. $295.60
    b. $ 296.00
    c. $147.80
    d. $148.00
    e. none of the above

37. What is the amount payable if the discount in taken?

    a. $2,660.40
    b. $2,661.45
    c. $2,808.20
    d. $2,892.40
    e. none of the above

38. What is the deadline for paying the net amount?

    a. December 16
    b. December 15
    c. November 30
    d. December 30
    e. none of the above

39. Gebhart's Department Store has four departments. During the year, sales for the Sporting Goods Department were $15,876; Shoe Department, $9,675; Clothing Department, $28,700; and Small Appliance Department, $18,450. Find the average sales for those four departments.

    a. $23,702.50
    b. $18,175.25
    c. $72,701
    d. $57,678
    e. none of the above

Convert the following to the unit specified (40-44):

40. 5 dozen = _________ pieces

    a. 30
    b. 720
    c. 760
    d. 60
    e. none of the above

41. 2 gross = _________ pieces

    a. 24
    b. 48
    c. 288
    d. 200
    e. none of the above

42. $8\frac{1}{4}$ gross = __________ pieces

    a. 99
    b. 156
    c. 1,152
    d. 1,188
    e. none of the above

43. $\frac{1}{3}$ gross = __________ pieces

    a. 48
    b. 50
    c. 4
    d. 33
    e. none of the above

44. 5 gross = __________ dozen

    a. 60
    b. 720
    c. 3
    d. 2.4
    e. none of the above

45. A leather jacket costs a business $250.00. The initial markup is $125.00. Determine the retail price.

    a. $375
    b. $350
    c. $125
    d. $150
    e. none of the above

46. A pair of shoes costs a business $20.00. The retail price is $35.00. Determine the initial markup.

    a. $15.00
    b. $55.00
    c. $20.00
    d. $50.00
    e. none of the above

47. The retail price for a suit is $129.00. The initial markup is $45.00. Determine the cost.

    a. $173
    b. $174
    c. $85
    d. $84
    e. none of the above

48. A business had estimated sales for April of $65,000, estimated EOM of $45,000, estimated markdowns of $1,200, and estimated BOM stock of $30,000. Orders for $9,000 have already been placed. Determine the open to buy figure for April.

    a. $72,200
    b. $81,200
    c. $82,400
    d. $70,200
    e. none of the above

49. If a retailer purchases an item for $75.00 with a trade discount of 20%, full freight allowed, the item will cost the retailer

    a. $55.00
    b. $60.00
    c. $65.00
    d. $70.00

50. What is the invoice cost to a merchant for the following purchase:

Quantity	Unit price	Trade Discount	Invoice Cost
100	$4.35	10%	?

    a. $381.50
    b. $391.50
    c. $478.50
    d. $487.50

ANSWER KEY

1. d
2. d
3. b
4. a
5. d
6. a
7. d
8. a
9. b
10. b
11. c
12. b
13. a
14. a
15. d
16. a
17. c
18. c
19. b
20. d
21. c
22. c
23. c
24. b
25. b
26. a
27. b
28. c
29. c
30. c
31. b
32. a
33. a
34. b
35. d
36. c
37. c
38. d
39. b
40. d
41. c
42. d
43. a
44. a
45. a
46. a
47. d
48. a
49. b
50. b

TIE BREAKERS

1. 24
2. 49
3. 50
4. 31
5. 32

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Record the number of minutes used on each student's Scan-Tron sheet as they turn in the material when finished.

Announce the time remaining every 15 minutes and 5 minutes before the end of the test.

Collect all students' materials before they leave.

Submit all graded Scan-Tron sheets to the series director.

The student will have 45 minutes to complete this test.

COMPETENCIES TO BE TESTED

Skills and concepts related to finance and credit
Verify account balances
Process checks
Analyze customer accounts
Use proper grammar and vocabulary
Address people properly
Demonstrate responsible behavior
Demonstrate orderly and systematic behavior
Maintain positive attitude
Maintain appropriate personal appearance
Demonstrate initiative
Show empathy for others
Handle customer inquiries
Interpret business policies to customers/clients
Use customer/client names
Use cross selling referrals
Competencies taken from Curriculum Guide in Marketing Education.

BRIEF DESCRIPTION OF THIS EVENT

The student participant will be personally handling a customer's inquiry into his/her checking account balance.

MATERIALS NEEDED:

Pencils, Pens
Paper
Calculator

CONTEST INSTRUCTION SHEET

You, the student participant, will be assuming the role of a Customer Service Representative for your financial institution, Bank Ten. Bank Ten is located in a town of 16,000 people, and you have been employed with Bank Ten for 15 months.

The Customer Service manager has instructed you to reconcile the account of William and Mary Greene, customers of Bank Ten for the past four months. The customers initiated the request to meet with a representative of your financial institution to assist them in understanding the procedures for recordkeeping. You will be meeting with one or both of the Greene's to discuss their account.

You should be given a copy of the Greene's current bank statement as well as their copy of their checkbook register, which was given to your manager yesterday.

This meeting will take place in approximately thirty (30) minutes.

Your task for this event is twofold:

1) Review William and Mary Greene's checkbook ledger with the current bank statement and reconcile the two. It would be helpful to note any errors as you locate them.
2) After reconciling their account, you will be discussing their recordkeeping practices and attempting to assist them with maintaining accurate records in the future.

The adult assistant will inform you when the Greene's have arrived for your meeting with them. They will be waiting for you in your financial institution's conference room. It will be your responsibility to initiate the conversation with the customer when you enter the conference room.

You will have _______ minutes to prepare this event.

You will have _______ minutes to present your findings to the judge.

BANK TEN
STATEMENT OF ACCOUNTS

William & Mary Greene
1288 Wisconsin Avenue
Hometown, WI 53333-9965

DATE	CHECK	DEPOSIT	AMOUNT	BALANCE
Feb. 1				1,985.80
Feb. 1	412		400.00	1,585.00
Feb. 2	414		44.39	1,540.61
Feb. 3	410		239.87	1,300.74
Feb. 4	413		159.68	1,141.06
Feb. 5	415		35.00	1,106.06
Feb. 5	411		83.79	1,022.27
Feb. 6	423		23.45	998.82
Feb. 7	422		105.50	893.32
Feb. 7	424		87.00	806.32
Feb. 9	418		112.50	693.82
Feb. 10	417		118.93	574.89
Feb. 10	416		315.00	259.89
Feb. 11	TYME		75.00	184.89
Feb. 12		1,857.63		2,042.52
Feb. 13	419		28.50	2,014.02
Feb. 14	421		93.60	1,920.40
Feb. 15	TYME		50.00	1,870.42
Feb. 15	425		57.75	1,812.67
Feb. 17	428		43.67	1,769.00
Feb. 18	TYME		60.00	1,709.00
Feb. 19	430		115.73	1,593.27

BANK TEN
STATEMENT OF ACCOUNTS
PAGE 2

William & Mary Greene
1288 Wisconsin Avenue
Hometown, WI 53333-9965

DATE	CHECK	DEPOSIT	AMOUNT	BALANCE
Feb. 19	431		12.00	1,581.27
Feb. 20	TYME		40.00	1,541.27
Feb. 21	TYME		50.00	1,491.27
Feb. 22	427		22.75	1,468.52
Feb. 23	429		23.00	1,445.52
Feb. 23	TYME		45.00	1,400.52
Feb. 24	432		87.00	1,373.52
Feb. 24	433		63.77	1,249.75
Feb. 25	439		125.00	1,124.75
Feb. 25	440		189.95	934.80
Feb. 25	TYME		100.00	834.80
Feb. 26		1,657.63		2,492.43
Feb. 28	444		57.60	2,434.83
Feb. 28	434		52.80	2,382.03
Feb. 29	TYME		40.00	2,342.03
Feb. 30	436		13.58	2,328.45
Feb. 31	SC		2.40	2,316.05

FINANCE AND CREDIT
MASTER EMPLOYEE
SELLING/SUPPORT ACTIVITIES/
COMMUNICATIONS–89

STUDENT COPY

CUSTOMER'S CHECKBOOK

DRAFT	DATE	DRAFT DESCRIPTION	AMOUNT	DEPOSIT	BALANCE
405	1/24	Mary's Food-Rite	37.56		519.93
406	1/24	Ace Hardware	26.59		482.37
407	1/26	Spiffy Cleaners	9.14		455.78
	1/26	TYME	75.00		446.64
	1/29	DEPOSIT		1,707.63	2,154.27
408	1/30	Commonwealth Edison	53.10		2,101.17
409	1/30	Hometown Water	68.77		2,032.40
	1/30	TYME	100.00		1,932.40
410	1/30		239.87		1,692.53
411	1/31		83.79		1,608.74
412	2/1		400.00		1,208.74
413	2/2		159.68		1,049.06
414	2/2		44.39		1,004.67
415	2/2		35.00		969.67
416	2/4		315.00		654.67
417	2/6		118.93		535.74
418	2/7		112.50		423.24
419	2/8		28.50		394.74
420	2/9		68.86		325.88
	2/11	TYME	75.00		250.88
421	2/12		93.60		147.28
	2/12	DEPOSIT		1,857.63	2,014.91
422			105.50		1909.41
423			23.45		1,885.96
424			87.00		1,798.96
425	2/14		57.75		1,741.21
426			36.45		1,704.76
427	2/15		22.75		1,682.01

STUDENT COPY

CUSTOMER'S CHECKBOOK

DRAFT	DATE	DRAFT DESCRIPTION	AMOUNT	DEPOSIT	BALANCE
428	2/15		43.67		1,638.34
	2/15	TYME	50.00		1,588.34
429	2/17		23.00		1,565.34
430	2/17		115.73		1,449.61
431	2/17		12.00		1,437.61
	2/18	TYME	60.00		1,377.61
432	2/19		87.00		1,290.61
	2/10	TYME	40.00		1,250.61
	2/20	TYME	50.00		1,200.61
433	2/21		63.77		1,136.84
434	2/23		52.80		1,084.04
435	2/23		497.15		586.89
436	2/23		13.58		573.31
	2/23	TYME	45.00		528.31
437			63.27		465.04
438			42.18		422.86
439	2/23		125.00		297.86
440	2/23		189.95		107.91
441			23.27		84.64
442			9.16		75.48
443			14.62		60.86
	2/26			1,657.63	1,718.49
444			57.60		1,660.89
445		Commonwealth Edison	61.19		1,599.70
446		Hometown Water	77.60		1,522.10

FINANCE AND CREDIT
MASTER EMPLOYEE
SELLING/SUPPORT ACTIVITIES/
COMMUNICATIONS-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

Personal Qualities

1. Student participant, grooming, and wardrobe was appropriate.

0	1	2	3	4	5
No					Yes

2. Student Participant used appropriate vocabulary and grammar.

0	1	2	3	4	5
No		Somewhat			Good Use

3. Student participant greeted the customer properly/used the customer's name.

0	1	2	3	4	5
No		Somewhat			Good

4. The student participant showed empathy toward the customer(s).

0	1	2	3	4	5
Lacking					Expressed Well

Operations/Mechanics

5. Student participant was able to reconcile the account.

0	1	2	3	4	5	6	7	8	9	10
Poorly						Satisfactorily			Superbly	

6. Student participant was able to verify the checkbook ledger balance and rectify the errors.

0	1	2	3	4	5	6	7	8	9	10
Not At All				Somewhat			OK		Extensively	

FINANCE AND CREDIT
MASTER EMPLOYEE
SELLING/SUPPORT ACTIVITIES/
COMMUNICATIONS–89

STUDENT I.D. LABEL ______________________

TOTAL POINTS ______________________

JUDGE'S INITIALS ______________________

EVALUATION SHEET

7. Student participant related the process of accurate recordkeeping to the client.

0 1 2 3 4 5 6 7 8 9 10
Not At All Somewhat Idea Understood Excellent

8. Student participant understood the recordkeeping process.

0 1 2 4 4 5 6 7 8 9 10
Little Somewhat Quite Well

9. Student participant was orderly and systematic in his explanation of reconciliation.

0 1 2 3 4 5 6 7 8 9 10
Illogical Somewhat Very Precise

10. Student participant was able to analyze the errors that existed.

0 1 2 3 4 5 6 7 8 9 10
Not At All Somewhat Quite Well

11. Student participant demonstrated an emphatic understanding of the customer's problem.

0 1 2 3 4 5 6 7 8 9 10
Lacking Little Somewhat Understanding

12. Student participant showed initiative, gave alternatives, and was creative in dealing with the customer(s).

0 1 2 3 4 5 6 7 8 9 10
Boring Thoughtful Provocative

JUDGE'S INSTRUCTION SHEET

Please review the following for a clear understanding of the situation:

Competencies to be tested
Student instruction/contest sheet
Evaluation sheet

You, the businessperson that will be judging the student participant, will be role playing the part of William or Mary Greene, customers of Bank Ten for the past four months.

The student participant will be role playing a customer service representative, and has been directed by the customer service manager to reconcile your checking account.

Your role during this simulation is to meet the customer service representative, listen and participate in the discussion that they have with you concerning your recordkeeping procedures, and learn how to enhance your checkbook recordkeeping procedures.

The intention of this simulation is to give the student participant the opportunity to perform the mechanics of reconciliation as well as present to you recommended procedures for checkbook recordkeeping.

> *** To maintain the consistency in this simulation, the entire groups of judges will "role play" this situation prior to evaluating any student's performance. By "role playing" the situation, common concerns will emerge and can be resolved prior to actual scoring of student performances.

At the conclusion of the event, the judge should take a small amount of time with each student to tell him/her at least one competency they performed well and one that needs additional work or improvement.

Keep the first three student evaluations. After that, keep only the top score and submit all other evaluations to the adult assistant running the event.

This event will have a run-off situation to determine final winners. You initial task is to submit your section's finalists for the entire group to evaluate.

JUDGE'S COPY

CUSTOMER'S CHECKBOOK

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	2/10	TYME	40.00		1,250.61
	2/20	TYME	50.00		1,200.61
433	2/21		63.77		1,136.84
434	2/23		52.80		1,084.04
435	2/23		497.15		586.89
436	2/23		13.58		573.31
	2/23	TYME	45.00		528.31
437			63.27		465.04
438			42.18		422.86
439	2/23		125.00		297.86
440	2/23		189.95		107.91
441			23.27		84.64
442			9.16		75.48
443			14.62		60.86
	2/26			1,657.63	1,718.49
444			57.60		1,660.89
445		Commonwealth Edison	61.19		1,599.70
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JUDGE'S INSTRUCTION SHEET

Please review the following for a clear understanding of the situation:

Competencies to be tested
Student instruction/contest sheet
Evaluation sheet

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The student participant will be role playing a customer service representative, and has been directed by the customer service manager to reconcile your checking account.

Your role during this simulation is to meet the customer service representative, listen and participate in the discussion that they have with you concerning your recordkeeping procedures, and learn how to enhance your checkbook recordkeeping procedures.

The intention of this simulation is to give the student participant the opportunity to perform the mechanics of reconciliation as well as present to you recommended procedures for checkbook recordkeeping.

*** To maintain the consistency in this simulation, the entire groups of judges will "role play" this situation prior to evaluating any student's performance. By "role playing" the situation, common concerns will emerge and can be resolved prior to actual scoring of student performances.

At the conclusion of the event, the judge should take a small amount of time with each student to tell him/her at least one competency they performed well and one that needs additional work or improvement.

Keep the first three student evaluations. After that, keep only the top score and submit all other evaluations to the adult assistant running the event.

This event will have a run-off situation to determine final winners. You initial task is to submit your section's finalists for the entire group to evaluate.

RUN-OFF/STUDENT

You have been asked by your customers service manager to analyze the Greene's spending habits and to devise a system that you believe would assist them in tabulating their personal checking account.

You will be presenting your plan to a panel of fellow employees from Bank Ten, the purpose being to show your fellow employees an effective way to solve customer problems.

Since this presentation is intended to determine your final standing in this event, we ask that you take three to five minutes for your entire presentation. Judges will be scoring you individually, with a composite score determined after all presentations are completed.

RUN-OFF/JUDGES

The panel of judges from this event will be acting as fellow employees of the student participant. The finalists in this event will be presenting you their plan to help the Greene's with their recordkeeping procedures.

It is hope that the student participant will reflect upon the need to plan and budget their income versus their expenses, and then accurately and routinely follow their plan.

STUDENT I.D. NUMBER ____________________

FINANCE AND CREDIT
MASTER EMPLOYEE
SELLING/SUPPORT ACTIVITIES/
COMMUNICATIONS–89

RUN-OFF/EVALUATION SHEET

1. Student participant demonstrated his knowledge on the importance of accurate recordkeeping procedures.

0	1	2	3	4	5	6	7	8	9	10
Little					Somewhat			Good	Extremely	

2. Student participant presented a viable plan for the Greene's to follow.

0	1	2	3	4	5	6	7	8	9	10
Not Feasible									Feasible	

3. Student participant presented a plan that was usable in a number of budgeting situations.

0	1	2	3	4	5	6	7	8	9	10
Not Applicable					Somewhat				Applicable	

4. Student participant analyzed the situation thoroughly.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Analyzed Well	

5. Student presented the plan systematically.

0	1	2	3	4	5	6	7	8	9	10
Poor Organization					Satisfactory			Excellent		

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. THE JUDGE IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE STUDENT.

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and in the area by the Wisconsin Ballroom.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

ISVE 36★

COMPETENCIES TO BE TESTED

Skills and concepts related to basic mathematics skills

Solve addition problems
Solve subtraction problems
Solve multiplication problems
Solve division problems
Solve mathematical problems involving fractions
Solve first degree algebraic equations
Operate calculator

BRIEF DESCRIPTION OF THIS EVENT

The participant will be completing a 50 question multiple-choice test on basic types of calculations found in financial institutions and in a variety of credit related situations.

The test will be timed with designated questions being used as a tie-breaker. If a tie still exits, time will be the 4th tie-breaker.

MATERIALS NEEDED

Two No 2 pencils

Paper

Hand-held calculator - not solar powered

STUDENT INSTRUCTION SHEET

You will have 60 minutes to complete this event.

Record all answers on the Scan-Tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct. Use only a No 2 pencil.

To change answers, remember to thoroughly erase the old answer before entering the new one.

If you have any questions, raise your hand and the adult assistant will assist you.

There is to be no talking during the event.

Student participant I.D. stickers are to be attached to the Scan-Tron answer sheet as instructed by the adult assistant.

Return all materials from this event to the adult assistant.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same time period.

Each question is worth two points.

***Round off answers 5 or above to the higher hundredth or cent (example: $43.958 would be $43.96).

***Round off answers 4 or below to the lower hundredth or cent (example: $123.564 would be $123.56).

DO NOT TURN THIS PAGE UNTIL YOU ARE INSTRUCTED TO DO SO

FINANCE AND CREDIT
MASTER EMPLOYEE
MATH/OPERATIONS

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements by darkening the space by the appropriate letter on the scan-tron sheet.

Compute the interest on the following situations:

1. $750.00 at 10.5% for 60 days:

   a. $13.125
   b. $78.75
   c. $472.50
   d. $750.00
   e. None of the above

2. $5,900 at 12% for 2 years:

   a. $118.00
   b. $236.00
   c. $708.00
   d. $1,416.00
   e. None of the above

3. $21,500 at 15% for 36 months:

   a. $3,225.00
   b. $6,450.00
   c. $9,675.00
   d. $21,500.00
   e. None of the above

Finance charges for revolving charge accounts are computed monthly on the unpaid balance. The finance charge is 1.5% of the unpaid balance. Compute the interest charge on each of the following revolving charge account balances.

4. The revolving charge account has a current unpaid balance of $1,279.00:

   a. $63.95
   b. $12.00
   c. $19.185
   d. $6.395
   e. None of the above

5. The revolving charge account has a current unpaid balance of $834.69:

   a. $4.17
   b. $8.35
   c. $12.52
   d. $41.75
   e. None of the above

6. The revolving charge account has a current unpaid balance of $23.44:

   a. $0.35
   b. $1.17
   c. $3.52
   d. $4.52
   e. None of the above

Using the least amount of coins and bills possible, calculate the denominations of the change for the customer in the following situations.

7. Amount of Sale - $10.57
   Amount Tendered - $20.00

   a. 3 pennies, 4 dimes, 4-$1 bills, 1-$10 bill
   b. 3 pennies, 1 nickel, 1 dime, 1 quarter, 4-$1 bills, 1-$5 bill
   c. 3 pennies, 2 quarters, 4-$1 bills
   d. 3 pennies, 1 nickel, 1 dime, 1 quarter, 1-$5 bill
   e. None of the above

8. Amount of Sale - $21.30
   Amount Tendered - $50.00

   a. 2 dimes, 5 dimes, 3-$1 bills, 1-$25 bill
   b. 2 dimes, 2 quarters, 3-$1 bills, 5-$5 bills
   c. 2 dimes, 1 half-dollar, 3-$1 bills, 1-$5 bills, 1-$20 bill
   d. 4 nickels, 2 quarters, 3-$1 bills, 1-$5 bill, 2-$10 bills
   e. None of the above

9. Amount of Sale - $36.18
   Amount Tendered - $41.18

   a. 2 pennies, 1 nickel, 1 quarter, 1 half-dollar, 4-$1 bills
   b. 2 pennies, 3 quarters, 4-$1 bills
   c. 1-$10 bill
   d. 1-$5 bill
   e. None of the above

10. A store inventory is taken three times during the year. On April 30, the inventory was $250,000. On August 31, it was $180,000. On December 31st, it was $200,000. Calculate the average inventory for the year.

    a. $205,000
    b. $210,000
    c. $215,000
    d. $220,000
    e. None of the above

Use the chart below to find the response that most correctly fits each question.

CERTIFICATES OF DEPOSIT

	PASSBOOK ACCOUNT	FIXED RATE, FIXED TERM ACCOUNTS		
ANNUAL RATE	5¼%	6½%	6¾%	7½% 7¾%
TERM	Interest paid day-in to day-out	1 to 5 years	2½ to 5 years	4 years 6 years
MINIMUM BALANCE	$10.00	$1,000	$1,000	$1,000
ADDITIONS ACCEPTED	In any amount at any time	$100 minimum if remaining term exceeds 1 year	$100 minimum if remaining term exceeds 2½ years	$100 minimum if remaining term exceeds 4/6 years
WITHDRAWALS PRIOR TO MATURITY	Interest paid to date of withdrawal	Earnings reduced to Passbook Rate plus 90-day Forfeiture at 5¼%	Earnings reduced to Passbook Rate plus 90-day Forfeiture at 5¼%	Earnings reduced to Passbook Rate plus 90-day Forfeiture at 5¼%

11. To receive 6-1/2% interest, your money must be deposited for at least:

    a. One year
    b. Two-and-a-half years
    c. Four years
    d. Six years

12. To receive 6-3/4% interest, you must deposit at least:

    a. $10.00
    b. $500.00
    c. $1,000.00
    d. $10,000.00

13. If you deposit money in a 7-1/2% account for a four-year term, you may, at a later date, deposit additional money in the account:

    a. Yes
    b. No

14. If you withdraw money from a 6-1/2% certificate account at the end of six months, the interest rate:

    a. Would still be paid at the rate of 6-1/2%
    b. Would be reduced to 5-1/4% for the full 6 months
    c. Would be reduced to 5-1/4% with no interest paid for 90 days

15. To receive 7-1/2% interest, money must be placed in a certificate account for:

    a. One year
    b. Two-and-a-half years
    c. Four years
    d. Six years

16. For what reason(s) is a Savings and Loan Association able to offer a higher rate of interest on a six-year Certificate of Deposit than on a two-and-a-half-year Certificate of Deposit:

    a. The institution has the use of a customer's money longer
    b. The governing body allows a higher rate of interest on certain types of accounts
    c. Both a and b
    d. Neither a nor B

17. The installment price of a particular item is equal to:

    a. The cash price
    b. The down payment + the cash price
    c. The down payment + the total amount of the monthly payments
    d. The cash price + the total amount of the monthly payments

18. The down payment is:

    a. The initial amount paid when buying an item on the installment plan
    b. A monthly payment that decreases the amount due on a loan
    c. The last payment made on a credit purchase
    d. The total interest charge

19. A down payment is made:

    a. Each month until the full price is paid
    b. Annually
    c. Two times on each credit purchase
    d. Only once

20. When someone buys on the installment plan, the extra amount he or she pays is called:

    a. Interest
    b. Profit
    c. The down payment
    d. Carrying charge

21. What federal law requires a lender to state in writing the annual interest rate to a borrower:

    a. F.S.L.I.C.
    b. Federal Reserve Board Law
    c. The Emancipation Act
    d. Regulation Z

22. A color television set can be purchased for $15.75 down, and $8.63 a month for 24 months. Which of the following is the correct method for finding the total installment price:

    a. $15.75 + ($8.63 x 24)
    b. ($15.75 x 24) + $8.63
    c. $15.75 + $8.63 + 24($8.63)
    d. ($15.75 + $8.63) x 24
    e. None of the above

23. Mike can buy ski equipment for $25 down and $7.25 a month for 36 months. The total installment price will be:

    a. $261.00
    b. $270.00
    c. $286.00
    d. $311.00
    e. None of the above

24. How much can Mike, in problem 23, save by paying the cash price of $250 for his ski equipment:

    a. $11
    b. $21
    c. $26
    d. $36
    e. None of the above

For questions 25 through 27.

Item: Automobile
Monthly Payment: $212.78
Down Payment: $782.76
Number of Payments: 36

25. The installment price of the automobile after you have made all of the necessary payments would be:

    a. $782.76
    b. $7,660.08
    c. $8,442.84
    d. $28,392.14
    e. None of the above

26. The price that the customer would pay for the automobile in problem 25 if he/she paid cash would be $7,660.08. Therefore, the finance charge for the purchase in problem 25 would be:

    a. $569.98
    b. $782.76
    c. $1,782.76
    d. $20,732.06
    e. None of the above

27. The annual percentage rate for the finance charge interest would be the following for the purchase in problem 25.

    a. 1.9%
    b. 3.4%
    c. 7.7%
    d. 10.2%
    e. None of the above

Questions 28 and 29.

An AM/FM cassette player with a down payment of $20.00, a monthly payment of $9.88, and the number of payments is 12.

28. The installment price of the AM/FM stereo cassette player after all payments have been made would be:

    a. $29.88
    b. $138.56
    c. $240.00
    d. $249.88
    e. None of the above

29. The cash price for the AM/FM stereo cassette player is $108.00. The finance charge for this purchase is:

    a. $8.56
    b. $30.56
    c. $128.00
    d. $141.88
    e. None of the above

Questions 30-34.

Safeplace, Inc. maintains its own credit department. Currently, 13% APR is charged on all installment purchases. Employees may purchase on credit and are allowed a 10% employee discount at the time of the purchase. A standard down payment on purchases over $100 is 20% of the total purchase price.

30. An employee of Safeplace Inc. purchases a washing machine on credit. The retail price of the washing machine is $895.00. The allowable employee discount would be:

    a. $8.95
    b. $10.00
    c. $89.50
    d. $179.00
    e. None of the above

31. The total amount of the sale for the employee-purchased washing machine, including 5% sales tax, would be:

    a. $845.78
    b. $805.50
    c. $761.20
    d. $724.90
    e. None of the above

32. The amount needed for a standard down payment for the employee-purchased washing machine would be:

    a. $144.98
    b. $152.24
    c. $161.10
    d. $169.16
    e. None of the above

33. The total amount that needs to be financed for the employee-purchased washing machine would be:

    a. $716.00
    b. $644.40
    c. $676.62
    d. $751.80
    e. None of the above

34. If the employee wishes to purchase the washing machine on the installment plan, the first month's payment for a 6-month installment plan would be:

    a. $67.66
    b. $120.10
    c. $112.77
    d. $140.96
    e. None of the above

Questions 35 and 36 relate to the following.

A business looking to expand, is seeking a $10,000 loan to finance the expansion. The owner of the business received different loan terms from four financial institutions. The terms are:

Institution A - 15% APR interest on a 24 month loan
Institution B - 14% APR interest on a 30 month loan
Institution C - 13% APR interest for a 36 month loan
Institution D - 12% APR interest for a 36 month loan

35. From which institution would the business wind up paying the least in interest charges during the life of the loan:

    a. Institution A
    b. Institution B
    c. Institution C
    d. Institution D

36. From which institution would the business wind up paying the most in interest charges during the life of the loan:

    a. Institution A
    b. Institution B
    c. Institution C
    d. Institution D

37. Last year, Mildred's Maternity Shop had the following figures off its income statement: Net Profit of $16,000, Cost of Goods Sold of $65,000, Total Operating Expenses of $22,000, and Gross Margin of $38,000. What were the net sales from last year:

    a. $16,000
    b. $103,000
    c. $141,000
    d. $71,000
    e. $87,000

Questions 38 and 39 relate to the following.

Mary Clark operates an income tax preparation service. She is seeking a loan and has been asked to submit a balance sheet of her business to her banker before a loan is granted. Although she did not prepare a balance sheet, she did submit a listing of all her business accounts, which appear below:

Notes payable of $1,000
Office equipment of $4,000
Cash of $15,000
Accounts payable of $3,500
Accounts receivable of $8,000
Bank loans of $3,000
Furniture of $2,000

38. Total assets of Mary's business are:

a. $21,000
b. $33,500
c. $29,000
d. $30,000
e. None of the above

39. Rounded to the nearest whole percent, Mary's total debt is what percent of her total assets:

a. 13%
b. 22%
c. 26%
d. 9%
e. None of the above

40. Jon borrowed $250 from his brother for three years with interest at 7% compounded annually. How much will Jon owe his brother when the loan is due for payment:

a. $250.00
b. $267.50
c. $286.23
d. $306.26
e. None of the above

41. Jane Thomas borrowed $1,200 from the Wisconsin Central Credit Union and agreed to repay the principal with interest at 6% compounded semiannually. What amount did Jane Thomas owe after 2 years.

    a. $1,236.00
    b. $1,273.08
    c. $1,311.27
    d. $1,350.61
    e. None of the above

42. William Brown's income tax for 1988 was $9,680. If William Brown's taxable income (after deductions) was $44,000, what tax rate did Mr. Brown pay?

    a. 28%
    b. 22%
    c. 16%
    d. 12%
    e. None of the above

43. Carl works in the credit department of the Red, White and Blue Sport Shop. Each month, he prepares the charge account statements for the store's customers who prefer to buy on credit. According to the store's records, Ms. Jane O'Malley, who lives at 2156 South Webster in Freeport, made the following purchases.

12-09-88	$9.50
12-13-88	$7.39
12-23-88	$4.52
12-23-88	$33.76
12-29-88	$14.61
01-04-89	$21.80

What is the total amount of Ms. O'Malley's charge purchases:

a. $109.15
b. $91.58
c. $69.78
d. $21.80
e. None

44. The Finance Charge, if any, is figured on the Previous Balance before deducting any payments and credits in amounts shown on this statement. The Periodic Rates used are 1- 1/2% of the determined balance in amounts of $1,000 or less, and 1% of amounts in excess of $1,000, which are Annual Percentage Rates of 18% and 12% respectively.

    Ms. O'Malley's previous balance from November was $128.43 and she made a payment of $15.00 when her January statement arrived. According to the rates on the statement above, what is the finance charge:

    a. $1.93
    b. $3.09
    c. $5.90
    d. None

45. Pablo's Pizza Pub received its bank statement for August showing a balance of $1,470.68. There are two deposits not included, one for $400 and one for $205.51. The bookkeeper, in checking the paid checks against the cash disbursement journal, found that these checks had not been paid by the bank. #558 ($10.00), #567 ($2.00), #570 ($50.00), #571 ($27.00), #572 ($7.20), #573 ($8.50), #574 ($15.45), #575 ($24.51), #576 ($40.43). What should the balance in the checkbook be, after reconciliation:

    a. $1,891.10
    b. $2076.19
    c. $185.09
    d. None

46. At the end of 8 months, $42 in interest is paid on a $700 loan. Find the rate of interest charged:

    a. 6%
    b. 7%
    c. 9%
    d. 90%
    e. None of the above

47. A loan is made for one-and-a-half years. The borrower is to repay $1,120 for a $1,000 loan. What rate of interest is being charge:

    a. 4%
    b. 8%
    c. 12%
    d. 16%
    e. None of the above

48. On a $1,500 loan made for a 4 month period, $60 interest is charged. The rate of interest charged is:

    a. 4%
    b. 8%
    c. 12%
    d. 16%
    e. None of the above

A lender will loan $350 to be repaid at the rate of $60.95 per month for a six month period.

49. The amount in interest is:

    a. $1.57
    b. $15.70
    c. $31.40
    d. None of the above

50. The rate of interest charged is:

    a. 7%
    b. 8%
    c. 9%
    d. 11%
    e. None of the above

ANSWER KEY

1. A
2. D
3. C
4. C
5. C
6. A
7. B
8. C
9. D
10. B
11. A
12. C
13. B
14. C
15. C
16. A
17. C
18. A
19. D
20. A
21. B
22. A
23. C
24. D
25. C
26. B
27. B
28. B
29. B
30. C
31. A
32. D
33. C
34. B
35. A
36. C
37. B
38. C
39. C
40. D
41. D
42. B
43. B
44. A
45. A
46. C
47. B
48. C
49. B
50. C

TIE BREAKERS

1. 16
2. 50
3. 44
4. Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their ID stickers on the Scan-Tron sheet.

Have all students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Submit all Scan-Tron sheets to the series director. They may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 60 minutes to complete this test.

Note the tie-breaking procedure identified on the answer key. Record the time needed to complete the test on the Scan-Tron sheet.

Recalculate all score sheets to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

FINANCE & CREDIT
MASTER EMPLOYEE
SELLING-89

COMPETENCIES TO BE TESTED:

The student should be able to explain the purpose of each step in the selling process.

The student should be able to explain selling as a philosophy of the business world.

The student should be able to generate a sense of success and professionalism in selling.

The student should be able to generate standards of sales productivity.

The student should be able to meet sales quotas.

The student should be able to generate personal enthusiasm in selling.

The student should be able to build organization image among patrons and suppliers.

The student should be able to use a variety of resources to develop specialized knowledge in a product or service field.

The student should be able to use skills and concepts of personal selling.

The student should use ethical sales techniques.

The student should be able to adapt to different types of customers.

The student should be able to organize knowledge of customer services to build a sale.

BRIEF DESCRIPTION OF THIS EVENT:

The student participant will be role playing the position of a teller in a financial institution.

MATERIALS NEEDED:

Pens, pencils, paper

STUDENT INSTRUCTION SHEET

You will be assuming the role of a bank teller with the Port View Savings and Loan Association of Port View, Wisconsin.

Port View Savings and Loan has been emphasizing with its employees the importance of satisfying customer needs with services and products that they currently offer. Currently, the nature of the financial services industry is such that if your organization does not satisfy a customer's varied financial needs, there are a number of other organizations that will.

Your task in this event is twofold:

1. Review four customer scenarios (they are attached) and verbally present to your evaluator how you would suggest a financial product or service to this customer. It is the intention for you to key in on customer situations and suggest financial products to satisfy their needs.

*******YOU WILL NEED TO KEEP YOUR FORMAT TO ONE MINUTE PER SCENARIO*******

2. After you present your suggestive selling ideas, a customer of Port View Savings and Loan will be approaching you to complete a transaction, of which this customer will be portraying one of these five scenarios. It is your task to complete the transaction for this customer and to suggest additional services or products that will "Help" this customer.

You will have _______ minutes to prepare.

You will have _______ minutes to present your recommendations to the judge.

CONTEST SHEET

Scenario A: 72 year old female, a regular visitor the third of every month with her social security check, a very personable customer.

Scenario B: 20 year old male, weekly visitor to Port View Savings and Loan discusses with you the inconvenience of banking hours due to his 60 hour week on the job.

Scenario C: 45 year old male withdrawing money market savings funds of $5,000, with the check payable to Dean, Witter & Reynolds (an investment firm that handles stocks, bonds, and other sophisticated money products)

Scenario D: Parent depositing $500 in their nine-year-old son's savings account.

FINANCE & CREDIT
MASTER EMPLOYEE
SELLING-89

EVALUATION SHEET

PERSONAL QUALITIES:

1. Student participant was groomed and dressed appropriately.

0	1	2	3	4	5
No					Yes

2. Student participant used appropriate vocabulary and grammar.

0	1	2	3	4	5
No					Yes

SALES TECHNIQUES:

3. Student showed his understanding of the sales process.

0	1	2	3	4	5	6	7	8	9	10
None					Somewhat					Understood

4. Students demonstrated his knowledge of the sales philosophy of Port View Savings and Loan.

0	1	2	3	4	5	6	7	8	9	10
Lacking				Ok		Good				Extensive

5. Student showed his understanding for the use of sales referrals as a direct impact on the continued growth of the organization.

0	1	2	3	4	5	6	7	8	9	10
None						Apparent				Existed

6. Student adapted to the various customers and their differing needs.

0	1	2	3	4	5	6	7	8	9	10
None					Somewhat					Lots!

7. Student demonstrated his/her product knowledge

0	1	2	3	4	5	6	7	8	9	10
None			Little			Average				Good

8. Student promoted his organization image through personal selling techniques.

0	1	2	3	4	5	6	7	8	9	10
None					Good					Excellent

9. Student conducted him/herself ethically.

0	1	2	3	4	5	6	7	8	9	10
Lacking									Very Ethical	

10. Student showed enthusiasm for his business and the customers interests

0	1	2	3	4	5	6	7	8	9	10
None				Somewhat					Enthusiastic	

11. Student handled the role play situation professionally.

0	1	2	3	4	5	6	7	8	9	10
Unprofessional					OK				Professional	

JUDGES INSTRUCTION SHEET

PLEASE REVIEW THE FOLLOWING FOR A CLEAR UNDERSTANDING OF THE SITUATION:

Competencies to be tested
Student instruction sheet
Contest sheet
Evaluation sheet

The judge in this event is being asked to assist in two tasks:

A. Listen to the student participant's suggestive selling methods

B. Role play one of the four scenarios with the student participant

The student participant will be entering your event area to give his presentation concerning the four scenarios. Once this task is completed, the other partner in the section will be role playing the character of one of these scenarios.

Upon completion of the role play, it is suggested that you take a small amount of time with each student participant to tell him/her at least one competency they performed well and one that needs additional work or improvement.

**** The adult assistant and your group of judges will role play the entire simulation prior to evaluating your first student participant. This is done to maintain consistency in the simulations and to address common concerns prior to scoring an individual student.

Adult assistants will take care of giving you the appropriate student I.D. labels.

Keep the first three student evaluations. After this, keep only the top score and submit all other evaluations to the adult assistant running the event.

There will be a run-off for this event.

RUN-OFF/STUDENT

Your immediate supervisor has recommended you to give a brief presentation to your fellow Port View Savings and Loan employees concerning the following topic:

Cross selling for other financial products

Prepare a 3-5 minute presentation on thoughts, steps, or plans that other employees can use to increase their sales of Port View's financial products and services.

The intent of this presentation is to highlight your experiences on what you believe are valuable products to sell to help Port View customers.

RUN-OFF/JUDGES

You will be reviewing the finalists from this event as a group. The finalists have been determined by each section of judges submitting their top 1 or 2 candidates for consideration. Each student in this phase will at least receive an honorable mention in tomorrow's awards program.

Your role in this phase is that of a fellow employee, listening to your co-workers thoughts and ideas on increasing sales through the use of suggestive selling.

Your evaluation of the finalists is to be done independently with a final average score determined by the adult assistant.

We appreciate your cooperation in working with us today and hope that you have found your experience enjoyable and beneficial!

RUN-OFF/EVALUATION SHEET

1. The student participant demonstrated his knowledge of the sales process.

0	1	2	3	4	5	6	7	8	9	10
Lacking								Good		Excellent

2. The student participant utilized the sales philosophy of Port View Savings and Loan in their presentation.

0	1	2	3	4	5	6	7	8	9	10
None					Somewhat				Utilized	

3. The student participant demonstrated the fact that the organization's image would be positively influenced.

0	1	2	3	4	5	6	7	8	9	10
No			Little				Good			Yes

4. The student participant's enthusiasm was evident.

0	1	2	3	4	5	6	7	8	9	10
No						Somewhat				Yes

5. The student participant displayed ethical behavior in his/her recommendations.

0	1	2	3	4	5	6	7	8	9	10
None				Somewhat				Ethically Motivated		

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS THE CUSTOMER (JUDGE) APPROACHES HIM/HER.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and in the area by the Wisconsin Ballroom.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

PRODUCTS AND SERVICES OFFERED BY FINANCIAL INSTITUTION

Checking Accounts
Super Now Checking Accounts
Senior Security Checking
Direct Payroll Deposit
Regular Savings Accounts
Money Market Investor Account
Long-term Savings Certificates
Short-term Savings Certificates
Individual Retirement Accounts
Minors Custodial Accounts
Travelers Checks
Money Orders
Tyme Cards
Pre Authorized Payment Plan
MasterCard and Visa
Social Security Direct Deposit
Bank by Mail
Night Depository
Notary Service
Coin Counter
Mortgage Loans
Auto Loans
Boat Loans
Home Improvement Loans
Consumer Loans
Student Loans
Home Equity Loans
Brokerage Services
Insurance Services/Products
Drive up Windows
Trust Services
Club Accounts
Utility Bill Payments
Savings Bonds
Commercial Loans
Automated Teller Machine
Debit Cards
Student MasterCard
Cash Advances
Check Cashing

COMPETENCIES TO BE TESTED:

Ability to prepare a promotional plan (1.216, 11.435, 9.027)

Knowledge of the elements of the promotional mix (9.011)

Ability to select promotional media (9.029)

Ability in developing promotional strategies (1.227)

Demonstrate appropriate creativity (1.434, 1.411)

Use proper grammar and vocabulary (1.223, 1.214)

Demonstrate appropriate dress (1.321)

BRIEF DESCRIPTION OF THE EVENT:

You will be required to develop a promotional plan for a financial institution. You will be given some facts about the service to be promoted. You will organize a meeting with the Vice President of Marketing (judge) to present your promotional plan.

There will be run-off for this oral event.

MATERIALS NEEDED:

Notecards

Paper

Pen or Pencil

Code numbers in the "Competencies to be Tested" section can be cross referenced in the Marketing Education Guide to Curriculum planning for further clarification.

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to review the materials and develop a promotional plan.

You may use your notecards and any other material you develop during your presentation. Before leaving the contest area, give all materials and notes to the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give it to the judge for your evaluation sheet.

You should initiate the conversation with the judge as soon as you approach him/her. (Tracy Mark)

You will be given 10 minutes to present your plan to the judge.

CONTEST SHEET #1

You are an employee at 1st National DECA. The Vice President of Marketing, Tracy Mark, has approached you with a special project. You are to develop a promotional plan with the following objective; to increase MasterCard sales to high school seniors and college students (young adults).

You will be required to:

- organize a business meeting presentation.
- identify which elements of the promotional mix you feel would be most effective in reaching the targeted market.
- select media appropriate for the bank image.
- present the specific promotional strategies you would use to reach your market for each of the elements you chose.
- give rationale for strategies chosen.

You have 20 minutes to prepare your presentation. You will be given 10 minutes to present your promotional plan to (Mr./Ms.) Tracy Mark, the Vice President of Marketing. You will initiate the conversation by greeting the Vice President in his/her office.

You may use notecards and any other materials you develop during the preparation time.

The information on contest sheet #2 is additional information for your presentation.

CONTEST SHEET #2

Bank Image

MasterCard Product/Service Information

First National DECA Bank is a regional mid-sized bank. Assets have grown to $900 million this year. First National DECA Bank is a major element in the economic development of the statewide region it serves. Established in 1910, many of its customers are third or fourth generation savers and have been banking at F.N.D.B. all their lives. Local presence is strong and F.N.D.B. donates a large share of its income for local charity.

F.N.D.B. is plateauing in profitability and is looking to enter new markets and establish a presence in foreign regions.

As with most banks, F.N.D.B. is rich with deposits and has expanded its efforts to gather and increase quality, profitability, and new loan balances.

Few financial institutions are willing to help young adults establish a good credit rating. Many cardholders have asked for a separate credit line for a son or daughter. As a result, the Young Adult Program was established.

The young adult is the person who establishes the credit rating, not the parent(s). The young adult's name is on the card, and as long as payments are made promptly, a good credit history belongs to them.

Parents cosign for the account. If the cardholder doesn't pay, the balance due is the responsibility of the parent.

Bills are sent to the young adult at the parents' home address. A change of address can be made by completing the change of address form on the back of the monthly statement.

Parents establish the credit line they feel appropriate for the young adult. The size of the credit line is never increased without parent consent. Credit lines range from $300 up to $1,000. The young adult receives the same benefits as other MasterCard cardholders.

Young adult cardholders have access to all services and conveniences as other cardholders.

APR 18%

Annual membership fee: $15.00

Cash advance fee: $1.00/advance at automatic teller machines, $2.00 for all other cash advances.

Late payment fee: $2.00

JUDGE'S INSTRUCTION SHEET

You will role-play the position of Vice President of Marketing for the 1st National DECA Bank. You have asked an employee, the student, to develop a promotional plan to market MasterCard services to high school seniors and college students (young adults). Read the student contest sheet for details.

The student should initiate the conversation.

If they do not come right out and tell you, be sure to ask them why they feel their plan is appropriate promotion for the bank and/or appropriate in reaching the target market.

The student will have 10 minutes for their presentation.

With your assistance, the adult assistant will role play the event before you meet the first student.

The adult assistant will give you the I.D. sticker before you meet the student. This is to assure a businesslike start to the presentation.

At the conclusion of each presentation, take a small amount of time with each student to tell them about at least one area they completed well and one area that needs additional work or improvement.

COLLECT ALL CONTEST MATERIALS, INCLUDING NOTECARDS, FROM THE STUDENT PRIOR TO STUDENT LEAVING CONTEST AREA.

There will be a run-off in this event. Refer to the run-off sheet for instructions.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event. KEEP NOTECARDS OF TOP STUDENT ATTACHED TO THE EVALUATION. (We will return them to the student for their run-off presentation).

FINANCE AND CREDIT
SUPERVISORY LEVEL
PROMOTION-89

STUDENT I.D. LABEL ________

TOTAL POINTS ________

JUDGE'S INITIALS ________

EVALUATION SHEET

Ability to prepare a promotional plan.

1. The student was organized?

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good			Excellent	

2. The student displayed the knowledge necessary in developing a promotional plan?

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good			Excellent	

Knowledge of the elements of the promotional mix.

3. The student gave examples of the types of promotional mix elements appropriate for the target market?.

0	1	2	3	4	5
Poor		Fair	Good		Excellent

Ability to select promotional media.

4. The student selected appropriate media for each element indentified?

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good			Excellent	

Ability to select promotional strategies

5. The student was able to relate logic and rationale underlying the promotional strategies selected?.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Poor					Fair					Good				Excellent	

EVALUATION SHEET

6. The strategies were realistic and feasible?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Poor Fair Good Excellent

Demonstrate appropriate creativity.

7. The student demonstrated creativity in designing the plan?

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent

8. The student demonstrated enthusiasm and interest in his/her project?

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent

Use proper grammar and vocabulary.

9. The student used proper grammar and vocabulary?

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent

Demonstrate appropriate dress.

10. The student was professionally dressed for a meeting with the Vice President of Marketing?

0 1 2 3 4 5
Poor Fair Good Excellent

RUN-OFF / STUDENT

The Vice President of Marketing liked your promotion ideas. He/She wants you to present your plan to the whole marketing department.

Your notes from the first presentation will be given back to you. Review your promotional plan and prepare a presentation for the group.

You have 10 minutes to prepare and 10 minutes to present your plan.

You should initiate the run-off presentation by greeting the group.

RUN-OFF / JUDGES

The Vice President of Marketing liked the student's promotion. He/She has asked the student to present their plan to the whole marketing department. Your new role will be that of a member of the marketing department.

One member of the group should ask the student questions. That question should relate to one promotional element the student did not include in their plan. For your convenience, the elements of promotion include:

Advertising

Visual Merchandising/Display

Personal Selling

Publicity

Public Relations

For example, "Why didn't you consider visual merchandising?"

You will all listen to the student's presentation and individually evaluate them. Scores will be averaged to determine the 1st, 2nd, and 3rd place winners. Only in the event of a tie will a discussion take place among the judges to determine the final winner.

They will have 10 minutes to prepare and 10 minutes to present their plan.

The student should initiate the run-off presentation by greeting the group.

STUDENT I.D. NUMBER

FINANCE AND CREDIT
SUPERVISORY LEVEL
PROMOTION–89

RUN-OFF / EVALUATION SHEET

1. Did the student greet the marketing department/group?

0 1 2 3 4 5
No Said Hello Greeted Introduce self Greeted, introduced self, shook hands

2. Did the student identify the purpose of the meeting?

0 1 2 3 4 5
Poor Fair Good Excellent

3. Did the student identify the elements of promotion recommended?

0 1 2 3 4 5
Poor Fair Good Excellent

4. Did the student effectively explain the promotion strategies?

0 1 2 3 4 5
Poor Fair Good Excellent

5. The student effectively answered the question relating to one promotional element they did not consider.

0 1 2 3 4 5
Poor Fair Good Excellent

6. General evaluation of student presentation/promotional plan.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:	Student Instructions Contest Sheet Evaluation Sheet Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition. Have all run-off students report at the same time.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

COMPETENCIES TO BE TESTED:

Address people properly (1.424)

Interpret credit policies to customers/clients (5.031, 5.024, 5.025)

Use proper grammar and vocabulary (1.214, 1.223, 12.0597)

Show empathy for others/use empathetic communication skills (1.229, 12.0596)

Demonstrate nature of positive customer/client relations (1.424, 12.051)

BRIEF DESCRIPTION OF THE EVENT:

You will be handling a retail credit card application denial with a customer. There will be a 15-minute preparation period for this event. There will be run-offs for this oral event.

MATERIALS NEEDED:

Notecards

Pen or Pencil

Code numbers identified in the "Competencies To Be Tested" section can be cross referenced in the *Marketing Education Guide to Curriculum Planning* for further clarification.

STUDENT INSTRUCTION SHEET

You will be given 15 minutes to read the contest sheet and prepare for a role play with a customer. You may use note cards, the application, and the rejection letter during the role play. The role play will last no more than 10 minutes and begin with you greeting the customer (Chris Hyland).

Give your I.D. sticker to the adult assistant in charge of this event. They will give it to the judge for your evaluation sheet.

Wait until the adult assistant directs you to a judge before approaching him/her.

CONTEST SHEET #1

You are an employee in the credit department of a large department store, responsible for approving or denying retail credit card applications. After careful evaluation of a customer application, you have denied credit approval.

The customer, Chris Hyland, received a letter from you regarding the credit application rejection. He/She has an appointment with you in your office to discuss the credit denial with you.

The information on Contest #2 is the customer application and Contest #3 is the rejection letter.

Your task is to:

- explain to Chris Hyland why he/she was rejected by reviewing the letter and the application together.
- build positive customer relations for the department store.

You will initiate the conversation with the customer, Chris Hyland.

CONTEST SHEET #2

Application for J.C. DECA Department Store Charge

Name: (Mr./Mrs/Miss) Hyland, Chris   Social Security No. 476-54-321

Current Address: 29 Oconomowoc Drive   Madison WI 54321

How long at current address? 2 months ____ years   Birthdate: 6-23-67

Previous two addresses: 100 East Green Bay   Madison, WI   6 months
(Street, city, state, how long)
389 N. Superior Drive   Madison, WI   8 months
(Street, city, state, how long)

Currently employed: X Yes ____ No

If yes, where: Mid-City Sports Center   How long? 2 months
Madison (City)   WI (State)

List previous employment for last three years:

ORGANIZATION	ADDRESS	BEGIN. DATE	END. DATE
Ernie Car Sale	623 Main Street	May 7, 1988	Sept. 1, 1988
All-Life Insurance	2300 W. Rice Lake	Sept. 5, 1988	Feb. 2, 1989

Present monthly income from employment: $850.00

Other sources of monthly income: None

List banks and account numbers you presently deal with:

Bank	Checking Account #	Savings Account #
Madison National Bank	3021989-03	3021989-10

Outstanding loans:

Item Financed	Amount of Payment	Financier	Completion Date
1988 Chevrolet	$270	Madison Nat'l	April 1992
Stereo	$130	American	October 1990

Other monthly payments: Rent: $150; Gas Credit Card: $75.00; VISA: $100.00

Signed: Chris Hyland   Date: 2-10-89

I declare all statements on the above application are true and factual.

CONTEST SHEET #3

Date: 2-24-89 Account No: __________

Hyland, Chris
29 Oconomowoc Drive
Madison, Wi 54321

NOTIFICATION OF ACTION TAKEN

Thank you for your application for 1st National DECA retail credit card. Your request has been given careful consideration, and has been:

☐ Approved
☒ Disapproved or denied for the following reasons(s):

1. ☐ Credit application incomplete
2. ☒ Employment
   - A. ☐ Temporary or irregular
   - B. ☐ Unable to verify
   - C. ☒ Length of employment
3. ☒ Income
   - A. ☐ Variable
   - B. ☒ Insufficient
   - C. ☐ Unable to confirm
   - D. ☐ Information refused
4. ☐ Excessive obligations
5. ☒ Temporary residence
6. ☐ Inadequate collateral
7. ☐ We do not grant credit to any applicant on the terms and conditions of your request.
8. ☐ Credit
   - ☐ No File
   - ☐ Bankrupcy
   - ☐ Delinquent Credit Obligation
   - ☐ Pending Collections or judgments
   - ☐ Garnishment, foreclosure, repossession
9. ☐ Other: __________

DISCLOSURE OF USE OF INFORMATION OBTAINED FROM AN OUTSIDE SOURCE

☒ Disclosure inapplicable
☐ Information obtained from a consumer report agency:

Madison Credit Bureau Phone: 608-256-1692
1400 E. Washington Avenue Madison, WI 53703

If you feel that your credit application has not been given full and complete consideration, please advise management immediately so that any misunderstanding may be resolved.

X __________
1st National DECA Department Store Credit Manager

JUDGE'S INSTRUCTION SHEET

As a judge, you will role-play a customer who has just received a rejection letter for a retail credit card at the J.C. DECA Department Store. You have arranged a meeting with the credit manager to discuss the reason for the rejection. Your attitude should be one of needing clarification, not irate.

The student will begin the event by greeting you in his/her office.

The student has 10 minutes to make the presentation.

The adult assistant will give you the student I.D. sticker before the student approaches you. This should assure a more businesslike start to the presentation.

The participants are to be evaluated on their ability to perform the specific competencies stated on the cover sheet of this event and restated on the "Judge's Evaluation Form." Although you may see other competencies being demonstrated by the participants, the competencies listed in the "Compentencies To Be Tested" section are the critical ones being measured by you for this particular event. Ask questions in reference to the evaluation to test the student's knowledge.

With your help, the adult assistant will lead a role-play of the event before you meet with your first student.

At the conclusion of the event, you should take a small amount of time with each student to tell them about at least one competency they completed well and one area that needs additional work or improvement.

COLLECT ALL CONTEST MATERIALS, INCLUDING NOTECARDS, FROM THE STUDENT BEFORE STUDENT LEAVES THE CONTEST AREA.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

There will be a run-off in this event. Refer to the run-off sheet for instructions.

CHARACTERIZATION

When the student discusses the following points with you, please be consistent with each participant and give the following information:

1. Changed jobs twice during the year and now on third job:

   a) The first job was a sales position with a car dealership and you worked on commission only. A slump in the auto industry made it difficult to earn a decent living.

b) The second job was in insurance. You found, after five months, that this industry was not very rewarding and you quit.

c) The job you have now seems to be just right. You are the assistant manager of a well known athletic store. You are paid a salary and work with nice people. There is room for advancement and you enjoy the job. You have been there two months.

2. Changed residence twice during the year.

a) The first half of the year you rented a house on the outskirts of town near the car dealership. After leaving the job, you moved into an apartment in town.

b) Your roommate in the apartment got married and you couldn't afford the rent alone. You found a less expensive apartment.

3. Your monthly income is considered just enough to cover your living expenses, loan and miscellaneous expenses:

a) Your income is not great right now but has the potential to go up soon. Your three month evaluation is coming and you anticipate a $100.00 per month raise.

b) There is room for advancement with the company you are working for now and you plan to climb to the top.

FINANCE AND CREDIT
SUPERVISORY LEVEL
HUMAN RELATIONS–89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

Address people properly.

1. Did the student use the customer's name?

0	1	2	3	4	5
No		Once	A few times		Frequently

Interpret business policies to customer/client.

2. Did the student interpret the rejection criteria properly?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
No						Fair				Good				Excellent	
Didn't understand						Read letter but did not relate				understood most points				was thorough and concise	

Use proper grammar and vocabulary.

3. Did the student talk clearly and pleasantly?

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good			Excellent	

4. Did the student use a vocabulary that the customer could understand?

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good			Excellent	

Show empathy for others.

5. Did the student allow the customer to voice his/her explanations?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Poor					Fair					Good				Excellent	

6. Was it evident that the student listened to the customer and interpreted their explanations?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Poor					Fair					Good				Excellent	

EVALUATION SHEET CONTINUED

Demonstrate nature of positive customer/client relations.

7. Did the student establish and maintain a positive relationship with the customer?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
No					Fair				Good					Excellent	

8. Did the student invite the customer to apply again in the future?

0	1	2	3	4	5
No					Yes

9. Did the student close the meeting on a positive/reassuring note?

0	1	2	3	4	5	6	7	8	9	10
No			Fair			Good			Excellent	

RUN-OFF / STUDENT

The customer you met with three months ago, Chris Hyland, applied for a retail credit card with your store again. The only difference between the originial application and the application three months later is the three-month addition to residence and employment, and an increase of $100 per month income. The application was rejected for the same three reasons.

You will meet with Chris Hyland again to review the rejection criteria.

Review the application and the rejection letter and prepare for the meeting.

You have 10 minutes for the role play.

RUN-OFF / JUDGES

Chris Hyland applied for a retail credit card with J. C. DECA three months after the first credit rejection. The application was rejected for the same three reasons.

Chris Hyland will meet again with the credit manager to review the rejection criteria. This time the customer is irate.

The first three questions/comments on the run-off evaluation should be presented by the one judge role playing Chris Hyland.

You will all listen to the student's presentation and individually evaluate them. Scores will be averaged to determine the 1st, 2nd, and 3rd place winners. Only in the event of a tie will a discussion take place among the judges to determine the final winner.

____
STUDENT I.D. NUMBER

FINANCE AND CREDIT
SUPERVISORY LEVEL
HUMAN RELATIONS–89

RUN-OFF / EVALUATION SHEET

1. "Why was the credit application rejected again?

1	2	3	4	5
Poor		Fair		Excellent

2. Doesn't an increase of $100.00 per month salary affect your decision??

1	2	3	4	5
Poor		Fair		Excellent

3. "If this store wasn't the only major department store in this town, I wouldn't even bother getting a charge account here."

1	2	3	4	5
Poor		Fair		Excellent

4. The student was able to maintain their position regarding loan policies.

1	2	3	4	5
Poor		Fair		Excellent

5. The student was able to maintain/build a positive customer relationship.

1	2	3	4	5
Poor		Fair		Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition. Have all run-off students report at the same time.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants should report to the series director for additional assignment upon completing this event to share in the equal distribution of the workload.

COMPETENCIES TO BE TESTED:

Ability to conduct a business meeting

Use proper grammar and vocabulary

Interpret/Explain credit policies

Maintain interest and enthusiasm

Provide constructive criticism, positive reinforcement and show appreciation to employees where and when appropriate.

BRIEF DESCRIPTION OF THE EVENT:

You will be role playing a supervisor of a financial institution. You will be given some facts about employees assigned to reviewing and approving or denying loan requests. As the supervisor, you will be responsible for reviewing credit application procedures with an employee (the judge).

There will be a run-off for this oral event.

Remember to dress professionally.

MATERIALS NEEDED:

Notecards

Pen or Pencil

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to review the contest sheet and write notes on your notecards before spending 10 minutes role-playing with a judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet prior to directing you to the role play area.

You may use your notecards and the credit application during your presentation. You may also make notes on the application. After the event, give all materials and written notes to the judge before leaving the contest area.

You should initiate the conversation with the judge as soon as you approach him/her (Pat Hanson).

FINANCE AND CREDIT
SUPERVISORY LEVEL
MANAGEMENT/SUPERVISION
HUMAN RELATIONS–89

CONTEST SHEET #1

You are the supervisor of several employees in the credit department. Your employees are responsible for accepting, reviewing and approving or rejecting consumer loan applications. You have noticed that incomplete applications have recently been processed. You are going to have a meeting in your office with one of your employees to discuss the omissions.

The information on Contest #2 is the sample Credit Application.

Your task is to:

- identify the five omissions on the application.
- outline the importance of the omitted information in regards to making credit judgments.
- conduct the meeting to review the importance of a complete loan application with your employees, Pat Hanson.

You will initiate the conversation by greeting your employee (Pat Hanson) and telling him/her the purpose of your meeting.

CONTEST SHEET #2

Loan Application

Name: Last Hanson First: Pat M.I. T. Social Security #: ____

Current Address: 9876 Rice Lake Drive Milwaukee, WI 54321

How long at current address? ____ Home Phone: 555-1234

Own ____ Rent ____ Birthdate: 6-23-57

Previous Address: 654 Delafield Drive Delafield, WI 54637 18 yrs
(Street, city, state, how long)

Ever been sued for debts or filed bankruptcy? Yes ____ No ____

Are you a U.S Citizen? Yes X No ____ If not, what is your immigration status? ____

Currently employed? Yes ____ No ____

If yes, where: Commercial Company
555 Advert Drive
Madison, WI
(City) (State)

Work Phone: ____

How Long? 10 years

List previous employment for last three years:
n/a
n/a

Present monthly income from employment: $1,800

Other sources of monthly income: None

List banks and account numbers you presently deal with:

Bank	Checking Account #	Savings Account #
Madison National Bank	3021989-03	3021989-10

DEBTS	CREDITOR	MONTHLY PAYMENT	BALANCE
Auto	Credit Union	150.00	2,550
Credit Cards	VISA	50.00	1,500
	Sears	15.00	300
	MasterCard	30.00	800
	TOTAL	245.00	5,150

Signed: Pat Hanson Date: 2-24-89

I declare all statements on the above application are true and factual.

JUDGE'S INSTRUCTION SHEET

The student will begin the event by greeting you in his/her office. You will assume the rule of a credit manager responsible for evaluating and approving or rejecting credit applications.

The student has 10 minutes to review the importance of a complete credit application.

The student should identify five elements omitted from the sample credit application and explain the importance of these elements in reaching the credit decision. Below is a list of those five omissions and some sample explanations of their importance. Your attitude is somewhat defensive, but not irate. It is importance that the student be valuated on employee supervision. (i.e., positive reinforcement, constructive criticism, etc.) Comments or responses during the presentation are recommended, but please do not get irate. Comments may include, "Well, I usually fill that in." or "He didn't know off-hand."

With your help, the adult assistant will role play the event before you meet the first student.

The adult assistant will give you the student I.D. sticker before you meet the student. This is to assure a more businesslike start to the presentation.

At the conclusion of the event, you should take a small amount of time with each student to tell them about at least one competency they completed well and one area that needs additional work or improvement.

COLLECT ALL CONTEST MATERIALS, INCLUDING NOTECARDS, FROM THE STUDENT PRIOR TO STUDENT LEAVING CONTEST AREA.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

There will be a run-off in this event. Refer to the run-off sheet for instructions.

Omission	Sample Explanation
Applicant's social security number	Establishes identify of applicant Basis of credit report
Question regarding bankrupcy or sued for debt	If blank, may imply yes. Helps to identify credit worthiness
Telephone Numbers (home/work)	Accessibility of applicant for the credit manager, credit bureau, etc. Used by collectors.
How long at current address	Identifies stability Assist in finding credit stability from previous addresses.
Own or rent	Helps determine ability to pay. Own–establishes credit history Rent–Landlord references

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

FINANCE AND CREDIT
SUPERVISORY LEVEL
MANAGEMENT/SUPERVISION
HUMAN RELATIONS–89

EVALUATION SHEET

Ability to conduct a business meeting.

1. Did the student greet the employee?

0	1	2	3	4	5
No			Yes, but not by name		Used Name

2. Did the student identify the purpose of the meeting?

0	1	2	3	4	5
No			Somewhat		Very Clearly

3. Was the student organized?

0	1	2	3	4	5
No	Poorly	Fair	Good		Very

Use of proper grammar and vocabulary.

4. Was the student articulate?

0	1	2	3	4	5
No					Excellent

5. Did the student use vocabulary conducive to the finance industry?

0	1	2	3	4	5	6	7	8	9	10
No		Very Little			Some		Good			Excellent

Interpret/explain credit applications.

For each of the five omissions stated below, identify how effectively the student interpreted and explained its importance.

6. The applicant's social security number.

0	1	2	3	4	5	6	7	8	9	10
Didn't			Fair			Good				Excellent

EVALUATION SHEET CONTINUED

7. Statement regarding bankruptcies or being sued for debts.

0	1	2	3	4	5	6	7	8	9	10
Didn't			Fair			Good				Excellent

8. Work telephone number.

0	1	2	3	4	5	6	7	8	9	10
Didn't			Fair			Good				Excellent

9. Length of time at current address.

0	1	2	3	4	5	6	7	8	9	10
No			Fair			Good				Excellent

10. Own or rent.

0	1	2	3	4	5	6	7	8	9	10
No			Fair			Good				Excellent

Provide constructive criticism, positive reinforcement, and show appreciation to employees where and when appropriate.

11. Did the student demonstrate positive reinforcement with the employee?

0 1 2 3 4 5 6 7 8 9 10

12. Did the student end the meeting on a positive note?

0 1 2 3 4 5 6 7 8 9 10

RUN-OFF / STUDENT

Your presentation to Pat Hanson was so effective, the President of the company has decided that all the Branch Manager's should have a review session on effective application completions. You will give a short presentation to a group of Branch Managers on the value of a complete loan application. Stress the most important data needed to make a credit decision. You are not limited to the five omissions identified in the previous role play.

You have 10 minutes for the presentation.

RUN-OFF / JUDGES

The student has been asked to give a presentation to a group of branch managers regarding the importance of a complete application. The student should identify important data needed to make a credit decision. They have been told that they are not limited to the five omissions identified in the previous role-play.

As a group, identify one question to be presented to the student and have someone volunteer to ask the question.

You will all listen to the student's presentation and individually evaluate them. Scores will be averaged to determine the 1st, 2nd, and 3rd place winners. Only in the event of a tie will a discussion take place among the judges to determine the final winner.

____
STUDENT I.D. NUMBER

FINANCE AND CREDIT
SUPERVISORY LEVEL
MANAGEMENT/SUPERVISION
HUMAN RELATIONS–89

RUN-OFF / EVALUATION SHEET

1. The student greeted the group and gave the purpose of the meeting.

1	2	3	4	5
Neither		Greeted		Both

2. The student demonstrated his/her knowledge of accurate and complete loan applications.

1	2	3	4	5	6	7	8	9	10
Poor					Fair				Excellent

3. The student used proper grammar and vocabulary.

1	2	3	4	5
Poor		Fair		Excellent

4. The student was organized.

1	2	3	4	5
Poor		Fair		Excellent

5. The student responded to the question effectively.

1	2	3	4	5
Poor		Fair		Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, have judges keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition. Have all run-off students report at the same time.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants should report to the series director for additional assignment upon completing this event to share in the equal distribution of the workload.

COMPETENCIES TO BE TESTED:

Listen attentively to directions, assignments, and information from customers, supervisors, or managers

Establish and maintain credibility with customers, co-workers, employees, and managers.

Demonstrate sensitivity to the needs of individuals.

Utilize appropriate assertiveness when working with other employees, managers, and customers.

Serve customers courteously to represent the firm favorably.

Assume responsibility for individual responsibilities and actions.

Adjust and adapt to new and unique ideas and situations.

Address other people in a businesslike manner whether they are customers, fellow employees, supervisors, or management.

Communicate verbally with customers, employees, supervisors, etc., in a clear and enthusiastic manner.

BRIEF DESCRIPTION OF THE EVENT:

As an employee of a local food store, you will be handling a human relations problem with an irate customer.

MATERIALS NEEDED:

Notecards

Pens/pencils

STUDENT INSTRUCTION SHEET

Report to designated area at scheduled time.

You will have 10 minutes to prepare for this event.

You will have 10 minutes to complete your role-playing.

There will be a judge role-playing the part of an irate customer.

Give your I.D. sticker to the adult assistant who will give it to the business person evaluating you.

Return all event materials to the adult assistant after participating in this event.

This event will have run-offs. Keep checking the run-off board.

If you have any questions, ask the adult assistant.

FOOD MARKETING
MASTER EMPLOYEE
HUMAN RELATIONS/
COMMUNICATIONS–89

CONTEST SHEET

You are to assume the role of a counterperson in the video department of a local supermarket in the LaCrosse area. During peak store hours you are supposed to divide your time between the video department and helping the other cashiers as needed.

For the most part the video department is self-service. When a customer wants to rent a video they pull the tags that represents their choice and bring it to the video counter where you have them complete a rental agreement and give them their movie.

The following information is included on the rental agreement that the consumer signs.

1. Rentals are for a 24 hour time period.
2. Any rentals that are not returned within the 24 hour time period will be accessed a $2.00 charge for each day over the original rental.
3. Tapes are to be returned either to the counterperson in the video department or deposited in the night deposit slot at the video counter.
4. All tapes must be rewound or the renter will be accessed a $1.00 service charge.
5. The renter agrees to pay $30 per tape for any lost or damaged tapes.
6. Anyone not returning a rental within one week of the original rental date will be billed to cover the replacement cost.

Part of your job as counterperson in the video department is to do a weekly check of overdue movies and send out billings as needed.

Chris Johnson has been a customer of your store for many years and frequently rents video tapes. Chris called you an hour ago and is on his/her way to the store with a bill that he/she received for $60 to cover the cost of two video tapes that Chris claims to have returned last week.

You must handle this situation in such a way as to insure that Chris Johnson will remain a loyal customer. You will approach the customer, Chris Johnson, and ask if there is anything you can assist him/her with.

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of a loyal grocery store customer, Chris Johnson. You frequently rent video tapes from the store and last week you returned two tapes on your way to work. There was no employee at the counter when you returned the tapes and you forgot about the night deposit slot. You were already running late so you just left the tapes on the counter.

When you picked up your mail this morning there was a bill for $60 from the grocery store for two lost video tapes. You called the store and told them that you would be right down to clear up the matter.

Ask the following questions or make reference to each of the following with each participant:

1. Why was I billed for 2 lost tapes?
2. Why isn't there someone in the video department to handle video returns at all times?
3. Who's responsible for the lost tapes?
4. What are you going to do to find the lost tapes?
5. I don't know if I can trust or depend on your store anymore.

JUDGE'S INSTRUCTION SHEET

Review all contest materials—student instructions, contest sheet, and evaluation.

The judges should interact with the students presentation. They should remain consistent with all students. (Ask similar questions, make similar comments, etc.)

The adult assistant will hand you the evaluation sheet with an I.D. sticker before you meet the student.

The student should initiate the conversation as he/she approaches you by asking if there's anything he/she can assist you with.

The judges should role-play the situation ahead of time to get a feel for it.

At the conclusion of the event, the judge should tell the student at least one competency he/she performed well and one area that needs additional work or improvement. This should not last for more than one minute at the most.

The judges should keep the first three student evaluations. After the fourth student, keep only the top one or two scores and submit all other evaluations to the adult assistant running the event.

At the conclusion, each judge will enter their top participant in run-offs.

FOOD MARKETING
MASTER EMPLOYEE
HUMAN RELATIONS/
COMMUNICATIONS–89

STUDENT I.D. LABEL ______________

TOTAL POINTS ______________

JUDGE'S INITIALS ______________

EVALUATION SHEET

To what degree did the student effectively:

1. Listen attentively to information given from the customer?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

2. Question the customer to get all the facts?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

3. Communicate verbally with the customer in a clear manner?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

4. Address the customer in a businesslike manner?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

5. Answer the customer's questions fully and professionally?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

6. Convey a positive image of self and of the firm?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

7. Demonstrate sensitivity to the feelings of the customer?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

8. Assume responsibility for individual responsibilities and actions?

0 1 2 3 4 5 6 7 8 9 10
Not Observed Poor Fair Good Excellent

FOOD MARKETING
MASTER EMPLOYEE
HUMAN RELATIONS/
COMMUNICATIONS–89

STUDENT I.D. LABEL ________________

TOTAL POINTS ________________

JUDGE'S INITIALS ________________

EVALUATION SHEET CONTINUED

9. Determine a suitable solution for the customer's problem?

0	1	2	3	4	5	6	7	8	9	10
Not Observed			Poor		Fair			Good	Excellent	

10. Close the conversation, having consoled the customer and reinforced the store's credibility in the mind of the customer?

0	1	2	3	4	5	6	7	8	9	10
Not Observed			Poor		Fair			Good	Excellent	

____
Total Points

RUN-OFF / STUDENT

With the recent incident in the video department where the customer just left the tapes on the counter and they disappeared, your store manager has asked you to prepare a "plan of action" to make sure that this problem doesn't occur again.

You will be given 10 minutes to prepare and 5 minutes to present your ideas on how to solve the problem of lost/misplaced video tapes. You will be presenting your ideas to the store manager (judge). You will initiate the conversation.

RUN-OFF / JUDGES

Read the student run-off information sheet.

Each judge will evaluate each student independently, using the run-off evaluation sheet. Scores will be averaged to determine the 1st, 2nd, and 3rd place winners.

The student will initiate the conversation by sharing his/her "plan of action" to solve the problem of the lost/misplaced video tapes.

You will assume the role of the store manager.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, and third places, discussion among the judges will be permitted to select the top 3 award winners. This is the only time judges should discuss student performances.

STUDENT I.D. NUMBER

FOOD MARKETING
MASTER EMPLOYEE
HUMAN RELATIONS/
COMMUNICATIONS–89

RUN-OFF / EVALUATION SHEET

To what degree did the student effectively:

1. Address the problem in a professional manner?

   0 1 2 3 4 5 6 7 8 9 10
   No Observed Poor Fair Good Great detail

2. Present possible solutions to the problem?

   0 1 2 3 4 5 6 7 8 9 10
   Not Observed Poor Fair Good Excellent

3. Use creativity in arriving at solutions.

   0 1 2 3 4 5 6 7 8 9 10
   Not Observed Poor Fair Good Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

FOOD MARKETING
MASTER EMPLOYEE
SELLING–89

COMPETENCIES TO BE TESTED:

Explain to customers protective measures regarding standard, grades, and labels.

Describe grades of meat, dairy products, canned goods, produce, etc.

Explain freezing, handling, storage directions and precautions.

Process checks received in accordance with firms policies.

Examine currency for counterfeit bills.

BRIEF DESCRIPTION OF THE EVENT:

The student will be taking a 50 question true-false, multiple choice test dealing with food marketing products and service technology.

MATERIALS NEEDED:

2 – #2 pencils

STUDENT INSTRUCTION SHEET

You will have 45 minutes to complete this event.

Record all answers on the scantron sheet which is provided. To change answers, remember to thoroughly erase the old answer before entering the new one. Student I.D. stickers are to be attached to the scantron sheet.

Time will be used to break a tie, only after 4 previous questions have been used.

If you have any questions or a problem develops, please raise your hand and the adult assistant will help you.

Each question is worth 2 points, for a total of 100 points possible.

DO NOT TURN OVER THIS SHEET UNTIL YOU ARE TOLD TO BEGIN BY THE ADULT ASSISTANT.

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements:

1. Is the most popular fresh meat sold in supermarkets?

   a. Seafood
   b. Beef
   c. Poultry
   d. Pork
   e. None of these

2. Which grade of tenderness does a T-bone steak fit into?

   a. Most tender
   b. Moderately tender
   c. Least tender
   d. All of these
   e. None of these

3. Which grade of tenderness does a rump roast fit into?

   a. Most tender
   b. Moderately tender
   c. Least tender
   d. All of these
   e. None of these

4. Which grade of tenderness does a sirloin steak fit into?

   a. Most tender
   b. Moderately tender
   c. Least tender
   d. All of these
   e. None of these

5. Pork should be cooked until it reaches an internal temperature of __________ to eliminate any danger of trichinosis.

   a. 76° C
   b. 100° F
   c. 180° F
   d. 150° F
   e. None of these

6. Veal is a very lean meat that comes from a

   a. Young calf
   b. Young lamb
   c. Young pig
   d. Young chicken
   e. None of these

7. Which of the following terms best described a young chicken that is tender meat?

    a. Broiler/fryer
    b. Roaster
    c. Stewing chicken
    d. Laying hen
    e. None of these

8. Which of the following terms best describes a mature chicken with less tender meat?

    a. Broiler/fryer
    b. Roaster
    c. Stewing chicken
    d. Laying hen
    e. None of these

9. When referring to grades of meat which is considered the top grade or best meat?

    a. Prime
    b. Choice
    c. Standard
    d. Good
    e. Commercial

10. Which grade of meat is the most popular grade sold in U.S. supermarkets?

    a. Prime
    b. Choice
    c. Standard
    d. Good
    e. Commercial

11. What temperature should meat display cases be kept at?

    a. 0° F
    b. 15° F
    c. 30° F
    d. 45° F
    e. None of these

12. When vitamins are added to milk to make it more nutritious it is said to be:

    a. Fortified
    b. Homogenized
    c. Pasturized
    d. Skim
    e. None of these

13. Which department is the largest of all departments in a modern supermarket?

    a. Meat
    b Grocery
    c. Produce
    d. Bakery
    e. Deli

14. Which of the following types of meat can be aged in order to make the meat even more tender?

    a. Chicken
    b. Beef
    c. Pork
    d. Lamb
    e. None of the above

15. The most obvious thing to examine when trying to detect a counterfeit bill is:

    a. Paper and Ink
    b. Portrait and Oval Background
    c. Serial Numbers
    d. Treasury Seal
    e. All of these

16. The imprinted numbers at the bottom of the check include all of the information below except:

    a. Bank routing number
    b. Customer account number
    c. Check number
    d. Bank approval number
    e. All of these

17. The person to whom the check is written is called the:

    a. Payor
    b. Drawer
    c. Payee
    d. Maker
    e. None of these

18. If the numerical and written amount of the check differ, you should:

    a. Call the bank
    b. Accept the written amount
    c. Accept the numerical
    d. Call the manager
    e. None of these

19. A post-dated check is:

    a. Dated today
    b. Dated in the past
    c. Dated in the future
    d. Stamp dated
    e. None of the above

20. A check issued by one person to a second person who endorsed it so that it may be cashed by a third person is called a ______________________.

    a. Blank check
    b. Counter check
    c. Personal check
    d. Two-party check
    e. None of these

21. All of the following are acceptable forms of identification except:

    a. Driver's license
    b. State photo I.D.
    c. Social security card
    d. Major credit card
    e. None of these

22. When accepting a check you should not:

    a. Initial it
    b. Rubber stamp the back "For Deposit"
    c. Circle the Payors address and telephone number
    d. Lay it on the counter
    e. All of these

23. A forged check transported in interstate commerce is a ______________ offense?

    a. State
    b. Local
    c. Federal
    d. Misdemeanor
    e. None of these

24. A cashiers check is drawn on a/an:

    a. Individual
    b. Company
    c. Bank
    d. Government
    e. None of these

25. The electronic numbers imprinted on the bottom of all checks are called:

    a. Computer routing
    b. MICR encoding
    c. Electronic display
    d. MICRO numbers
    e. None of these

TRUE - FALSE

~~Start~~ continue with questions here

TRUE-FALSE

26. Size and color of an egg has a direct affect on its quality?
    a. True
    b. False

27. The liquid portion of milk is called whey?
    a. True
    b. False

28. The most tender cuts of beef come from the top and middle of the steer?
    a. True
    b. False

29. Marbling consists of small flecks of fat that are intermixed with lean meat?
    a. True
    b. False

30. Each time the temperature in a freezer rises 5° above 0° F, the life of the product is cut in half?
    a. True
    b. False

31. Counterfeiting came into existence after World War II?
    a. True
    b. False

32. A payroll check should have the name of the company imprinted on the check?
    a. True
    b. False

33. The best security in accepting checks, is to know your customer?
    a. True
    b. False

34. A check marked "CLOSED ACCOUNT" is a warning of extreme carelessness or fraud?
    a. True
    b. False

35. Never take a check over your limit, without first seeking a manager's approval?

    a. True
    b. False

36. Government checks are issued by the Federal government ONLY?

    a. True
    b. False

37. A cashier should use great caution in accepting a check drawn off a nonlocal bank?

    a. True
    b. False

38. A two-party check is readily acceptable, and is not susceptible to fraud?

    a. True
    b. False

39. You have a good chance of recovering money, even if a check is returned marked "NO ACCOUNT"?

    a. True
    b. False

40. A traveler's check can be countersigned at anytime?

    a. True
    b. False

41. A personal check is written and signed by an individual?

    a. True
    b. False

42. A counter check does not have an imprinted name or address, but can be accepted with no problem?

    a. True
    b. False

43. A traveler's check is sold with preprinted amounts to travelers who do not want to carry cash?

    a. True
    b. False

44. A check is acceptable if erasures are visible?

    a. True
    b. False

45. Do not accept a check that is not written legibly?

    a. True
    b. False

46. You should be particularly cautious with government checks. They are often forged or stolen?

    a. True
    b. False

47. Money orders are usually bought to be used in face-to-face transactions?

    a. True
    b. False

48. It is O.K. to discriminate when refusing a check, i.e., you're a college student?

    a. True
    b. False

49. Any alteration, illegal signature or forged endorsement is a crime?

    a. True
    b. False

50. You should be more cautious with checks numbered below 300 than those numbered above?

    a. True
    b. False

ANSWER KEY

MULTIPLE CHOICE

1.	B
2.	A
3.	B
4.	A
5.	D
6.	A
7.	A
8.	C
9.	A
10.	B
11.	C
12.	A
13.	B
14.	A
15.	B
16.	D
17.	C
18.	B
19.	B
20.	D
21.	C
22.	D
23.	C
24.	C
25.	B

TRUE/FALSE

26.	B
27.	A
28.	A
29.	A
30.	A
31.	B
32.	A
33.	A
34.	A
35.	A
36.	B
37.	A
38.	B
39.	B
40.	B
41.	A
42.	B
43.	A
44.	B
45.	A
46.	A
47.	B
48.	B
49.	A
50.	A

TIE BREAKER QUESTIONS

1.	2
2.	14
3.	11
4.	23
5.	TIME

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the scantron sheet.

Have all students look through the test to be sure they:

- have all pages
- have no duplicate pages
- have no blank pages.

Record the time needed to complete the test on the students answer sheet.

Submit all graded answer sheets to the Series Director.

Collect all student testing materials from each student before they leave.

Announce the time remaining every 15 minutes and 5 minutes before the end of the event.

Report back to the Series Director upon completion of administering the written event.

FOOD MARKETING
MASTER EMPLOYEE
PROMOTIONS/
COMMUNICATIONS–89

COMPETENCIES TO BE TESTED:

Determine best arrangements for advertised merchandise on counters, tables, or shelves.

Determine whether and when to use displays.

Consider the uses and purposes of promotion such as arousing consumer desire for products/merchandise, preselling merchandise, increasing sales, building customer goodwill, promoting the image of the firm, building customer traffic, and introducing new products.

Communicate verbally with customers, employees, supervisors, suppliers in a clear and enthusiastic manner.

Address other people in a business like manner, whether they are customers, fellow employees, supervisors, or management.

Utilize appropriate assertiveness when working with other employees, managers and customers.

BRIEF DESCRIPTION OF THE EVENT:

The student will be recommending an in store promotion for a new product to their supervisor.
There will be run-offs in this event.

MATERIALS NEEDED:

Notecards

Pens/pencils

STUDENT INSTRUCTION SHEET

You will have 10 minutes for the preparation and 10 minutes for the actual presentation.

Before the presentation, give the adult assistant your I.D. sticker. They will give it to the judge.

There will be a judge role-playing the part of your supervisor.

Return all event materials to the adult assistant after participating in this event.

This event will have run-offs. Keep checking the run-off area.

If you have any questions ask the adult assistant.

FOOD MARKETING
MASTER EMPLOYEE
PROMOTIONS/
COMMUNICATIONS–89

CONTEST SHEET

You are to assume the role of a stockclerk in the snack department of a locally owned supermarket. Your supervisor is very pleased with your performance during the past year and recently asked you to come up with an in store promotional plan for Pop–All a new microwave popcorn product that will be featured in your department.

Your supervisor encouraged you to be creative with your ideas but, to keep in mind costs and the availability of space. He also gave you a basic diagram of the store layout to help you make decisions for your plan. (Contest Sheet #2)

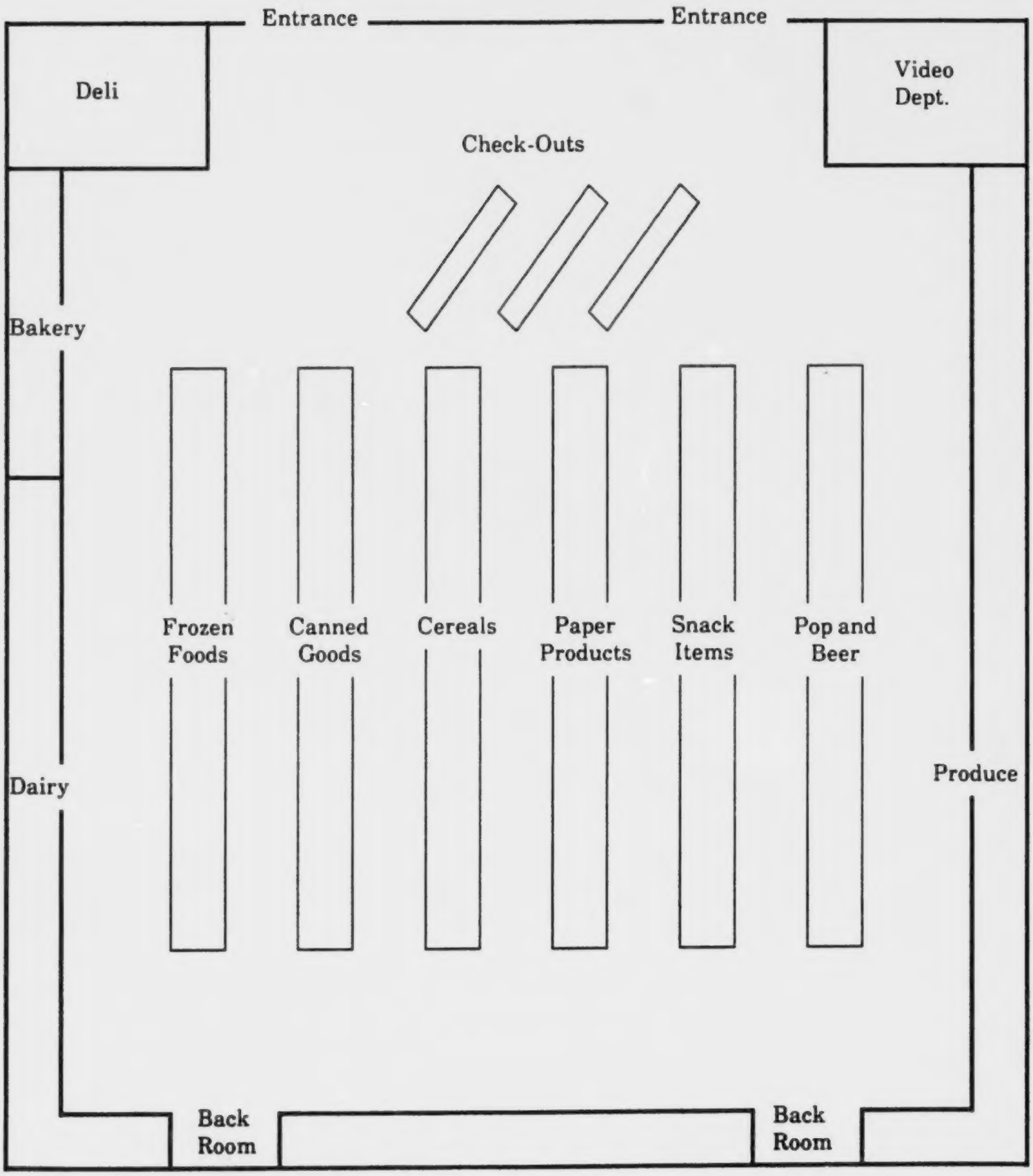
Points of interest to your supervisor include the following:

1. What area/areas of the store will you use?
2. What types of displays will you use, if any?
3. How will you promote the product in these areas.
4. Unique ideas to promote the product.

You will be meeting with your supervisor, Kelly White, in his/her office in 10 minutes. You will initiate the conversation and explain your promotional ideas to the judge.

CONTEST SHEET #2

Diagram of Store Layout


Entrance
Entrance
Deli
Video Dept.
Check-Outs
Bakery
Dairy
Frozen Foods
Canned Goods
Cereals
Paper Products
Snack Items
Pop and Beer
Produce
Back Room
Back Room

JUDGE'S INSTRUCTION SHEET

The student will be given 10 minutes for preparation and 10 minutes for the actual presentation. Please stop them if they go over the 10 minutes.

The adult assistant will be giving you the student's I.D. sticker before the presentation begins. Please place the I.D. sticker in the appropriate place on the evaluation sheet if it has not been done yet.

You will assume the role of a department supervisor, Kelly White.

You should be open and interested in what the stockclerk will say to you in this situation. Just listen and participate in the situation. Don't be antagonistic. If the opportunity arises, ask the student to clarify his/her statements (you don't understand). You will already be seated in your office when the presentation begins. The student will initiate the presentation by greeting you in a businesslike manner.

You should role-play this event before meeting the first student.

Please read and look over the contest sheet.

At the end of each student's demonstration, you should tell each student at least one competency he/she performed well and one area that needs additional work or improvement.

You should keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the series director running the event. (They will periodically collect them.)

Standard questions to be asked by all judges:

1. Explain your proposed promotion plan.
2. Why did you choose these methods for promoting the product?

EVALUATION SHEET

1. Student was appropriately dressed for a food marketing situation?

0	5
No	Yes

Consider use and purpose of promotion.

2. Student showed imagination and interest in putting together the promotion?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

3. Were the promotion ideas that the student presented realistic?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

Determine best arrangements for advertised merchandise.

4. Did the student keep in mind the availability and utilization of space needed for the promotion??

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

Determine whether to use displays.

5. Did the student merchandise the product keeping in mind traffic flows, add-on sales and impulsive purchases?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

Address other people in businesslike manner.

6. Address supervisor in a businesslike manner?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

FOOD MARKETING
MASTER EMPLOYEE
PROMOTIONS/
COMMUNICATIONS-89

EVALUATION SHEET CONTINUED

Utilize appropriate assertiveness when working with managers.

7. Student was poised and confident.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Average Excellent

8. Student was able to support their merchandising and promotional plan logically.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Average Excellent

9. Student utilized appropriate assertiveness in presenting the promotion ideas to the judge.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Average Excellent

Communicate verbally with supervisors in a clear and enthusiastic manner.

10. Student communicated ideas in a clear and organized manner.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Average Excellent

11. Student initiated and ended the presentation smoothly.

0 1 2 3 4 5
Poor Good Excellent

____
Total Points

RUN-OFF / STUDENT

Your supervisor was very happy with your promotion ideas for Pop-All Popcorn. He/She was a little concerned with the total cost of the promotion so he/she has asked you to reevaluate your promotion plan and choose the one item that you feel would be the strongest.

You will be given 10 minutes to prepare and 5 minutes to present your promotion idea. You will be presenting your idea to your supervisor (Judge) (John/Julie). You will initiate the conversation

RUN-OFF / JUDGES

Read the student run-off information sheet.

Each judge will evaluate each student independently, using the run-off evaluation sheet. Scores will be averaged to determine the 1st, 2nd, and 3rd place winners.

The student will initiate the conversation by sharing his/her promotion solution.

You will assume the role of the student's supervisor.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, and third places, discussion among the judges will be permitted to select the top 3 award winners. This is the only time judges should discuss student performances.

FOOD MARKETING
MASTER EMPLOYEE
PROMOTIONS/
COMMUNICATIONS–89

STUDENT I.D. NUMBER

RUN-OFF / EVALUATION SHEET

To what degree did the student effectively:

1. Present their promotion idea?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

2. Conduct the session in a businesslike manner?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

3. Support their promotion idea logically?

0	1	2	3	4	5	6	7	8	9	10
Poor			Good			Average			Excellent	

Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED:

Recruit and employ individuals for various jobs

Recruit employees in accordance with labor laws and affirmative action policies

Help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees

Supervise work of employees

Build employee morale, motivation and loyalty

Identify evidence of poor morale—high personnel turnover, increased absenteeism and tardiness

BRIEF DESCRIPTION OF THE EVENT:

You will role-play the assistant manager of a small food store, who is faced with an employee recruitment problem.

MATERIALS NEEDED:

Pen/Pencil

Note Cards

STUDENT INSTRUCTION SHEET

You will be given 10 minutes to prepare for this event and 10 minutes to present your ideas to your manager (judge).

You will initiate the conversation by approaching your manager and indicating that you have come up with some ideas regarding employee recruitment.

Give your ID sticker to the adult assistant, who will place it on your evaluation and hand it to the judge.

You may use note cards during your presentation.

CONTEST SHEET

You are the assistant manager of a small locally owned food store. Your observation is that it is becoming increasingly difficult to fill vacant positions with good qualified employees. In addition, when a good employee is hired and trained they often leave the job in less than a year. They don't leave due to job unhappiness but more often because of changes in their lifestyle, career, etc.

After a small brainstorming session with the owner, the two of you have identified some possible reasons for this problem. They are outlined below:

1. A decreasing number of workers available between the ages of 16 and 22.
2. A lack of "want to" on the part of high school and college students who are busy with school and community activities, and have no real need to work.
3. An increasing senior citizen market, requiring additional services and attention.
4. Less desirable working conditions, hours, etc. in the food marketing industry.
5. The fact that some areas of your store can not be worked in unless the employee is at least 18 years of age.
6. An increasing number of businesses competing for the same employees.

The owner has asked you to develop a recruitment plan for your store. Items for you to discuss are:

1. Select a target market(s) for your store and how will you will use it for recruiting potential employees.
2. Determine ways to make working at your store a desirable and positive experience.
3. Identify ways that you can be flexible to accommodate changing needs and lifestyles.
4. Identify ways to keep people employed by your store for more than one year.

After your preparation time, you will approach your owner/manager in his/her office with your recruitment ideas. You will initiate the conversation by greeting the owner and indicate that you have come up with some ideas regarding recruitment of potential employees.

Please begin your presentation with a recap of what the employment situation is and why this causes a problem for your store.

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of the owner/manager of a small locally owned grocery store. Over the past few years, you have experienced problems with the recruiting and keeping good employees. You have discussed this recently with your assistant manger, and the two of you have come up with potential reasons by recruitment is a problem. (see contest sheet)

You have asked your assistant to develop a recruitment plan for your store. Specifically you've asked the assistant to identify the following:

1. A target market(s) for your store to draw from.
2. Ways to make working at your store a positive and desirable experience.
3. Ways that flexible management techniques could help accommodate changing needs and lifestyles.
4. Ways to reduce turn-over.

The student will approach you and initiate the conversation. The student will role-play the assistant manager and has 10 minutes to present his/her ideas.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers.

Keep the first three student evaluation. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the ID sticker before meting the student to assure a businesslike start to the event.

The adult assistants will role-play the situation prior to your meeting with students. This is critical to fair evaluation of everyone.

The event will begin when your assistant manager (student) greets you the owner/manager.

There will be a run-off to this event. If you can stay to judge run-offs it would be great!

FOOD MARKETING
SUPERVISORY LEVEL
MANAGEMENT AND SUPERVISION-89

STUDENT I.D. LABEL __________

TOTAL POINTS __________

JUDGE'S INITIALS __________

EVALUATION SHEET

What degree did the participant effectively:

1. Understand the reasons outlined, as problems associated with recruitment and turnover.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

2. Determine appropriate target markets from which food store employees can be recruited.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

3. Identify ways in which this store can present a positive and desirable experience for a new recruit.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

4. Identify ways that management could be flexible to accommodate employee needs.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

5. Identify ways to keep employee turnover to a minimum.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

6. Understand why employee recruitment and turnover problems can negatively affect a businesses profitability.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent		Superior

7. Use creativity to solve this unique employment problem.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent	Superior	

8. Identify ways to use motivation to build employee morale and attract new employees.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent	Superior	

9. Understand the need for employee orientation to their prospective jobs so that they become well adjusted and fee secure in their position.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent	Superior	

10. Analyze the problem from a management point of view and make appropriate suggestion.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair			Good		Excellent	Superior	

RUN-OFF

Through research it has been determined that the best market to fill your needs would be the high school student, age 16-18. Your manager has asked you to prepare a classroom presentation for a local high school that would cover the following:

1. Your store as an employment opportunity
2. Why working at your store is a good and beneficial experience.
3. How your store can be flexible in meeting high school students needs.

You will be presenting this to a group of high school students. You may use note cards. You will have 10 minutes to prepare and 5 minutes to present.

STUDENT I.D. NUMBER

RUN-OFF / EVALUATION SHEET

To what degree did the student effectively:

1. Present their store as a place of employment for high school students?

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good		Excellent			Superior	

2. Explain why working at your store is a good, beneficial experience for high school students.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good		Excellent			Superior	

3. Identify ways that your store can be flexible in meeting high school students needs.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good		Excellent			Superior	

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

THANK YOU FOR YOUR TIME AND EFFORTS!

IS VE 37

COMPETENCIES TO BE TESTED:

Establish the markup for each product or product line.

Set prices on goods and services that will cover the cost of operation and yield a profit.

Determine the percentage of markdowns.

Compute local, state and federal taxes which must be applied in the sale of goods.

Determine the correct change and count it back to a customer during a sale according to company procedures.

Balance cash drawers against register readings and complete appropriate forms for register close-out

BRIEF DESCRIPTION OF THE EVENT:

The student will be completing a 50 question objective Food Marketing Math event.

MATERIALS NEEDED:

2 #2 pencils

Non-solar calculator

FOOD MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/SELLING-89

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so● You will have 45 minutes to complete this event● Record all answers on the scantron sheet which is provided● To record an answer, darken the letter of the answer that you feel is most correct● Use only a No. 2 pencil● To change answers, remember to thoroughly erase the old answer before entering the new one● If you have any questions raise you hand and the adult assistant will assist you● There is no talking during the test.

- Student ID stickers are to be attached to the scantron sheet as instructed by the adult assistant.

- Return test booklet and scantron sheet to the adult assistant when done.

- You are allowed to use a calculator, but you may not borrow from another student taking the test during the same test period.

- Certain questions will be used as a tie-breaker.

- Each question is worth two points.

NOTE For Math Questions Only

* Round off answers 5 or above to the high hundredth or cent. (ex. $43.958 would be $43.96).

* Round off answers 4 or below to the lower hundredth or cent. (Ex. $123.564 would be $123.56)

List all bulleted sentences in a vertical list, skip a line between each item.

What is the cost of each of the following purchases?

1. 3 ¾ lbs. of ground chuck at $1.60 per lb.?

   a. $5.98 b. $6.00 c. .42¢ d. $5.50 e. None of the Above

2. 3.5 grams of candy at $0.95 per gram?

   a. $3.33 b. $3.31 c. $3.80 d. $2.71 e. None of the Above

3. 6½ dozen eggs at $0.90 per dozen?

   a. $5.40 b. $5.90 c. $5.85 d. $6.00 e. None of the Above

What is the amount of sale for each of the following?

4. $249.50 less 10%

   a. $230.00 b. $224.55 c. $24.95 d. $2495.00 e. None of the Above

5. $29.95 less 20%

   a. $5.99 b. $7.50 c. $25.25 d. $23.96 e. None of the Above

6. $60.00 less 25%

   a. $45.00 b. $30.00 c. $24.00 d. $15.00 e. None of the Above

7. A supermarket checker rings up $12.62 of nontaxable items and $8.76 of taxable items. If the tax is 5%, how much is the total sale?

   a. $22.45 b. $13.25 c. $21.82 d. $21.50 e. None of the Above

8. An employee purchases $50.00 worth of Lobster at a 20% discount. How much sales tax should the employee pay at the rate of 5%?

   a. $1.52 b. $2.00 c. $2.50 d. $42.00 e. None of the Above

9. A customer purchases 2 steaks at $12.98 each and 3 cans of mushrooms at $1.29 each. The customer pays with $40.00 and the tax rate is 5%. What is the total sale?

a. $32.00   b. $31.07   c. $31.32   d. $8.68   e. None of the Above

87-7 **MICHAEL'S**

Dept.	Clerk	Date

Quant.	Description	$	¢
	Tax		
	Total		

Signature: ____________________

Chg.	Pd.	Rec'd.

Charge to: ____________________

Street: ____________________

City: ____________________

10. If the price of oranges is 2/$.29, what would a customer pay for 3 oranges?

a. .44¢ b. .43¢ c. .45¢ d. .50¢ e. None of the above

11. If the price of pizza is 2/$4.49, what would a customer pay for 5 pizzas?

a. $11.21 b. $11.25 c. $10.50 d. $11.23 e. None of the Above

Write in the number of each type of coin and bill to use in making the proper change for each of these sales. You must use the fewest coins and bills possible.

12. Amt. of Sale: $3.98 Amt. Tendered: $5.00

$20	$10	$5	$1	.50¢	.25¢	.10¢	.5¢	.1¢

a. 2-pennies and 1-one-dollar bill
b. 2 pennies and 2-one dollar bills
c. 1 nickel, 3 quarters, 2 dimes and 2 pennies
d. 2 pennies and 4 quarters
e. None of the Above.

13. Amt. of Sale: $6.42 Amt. Tendered: $10.02

$20	$10	$5	$1	.50¢	.25¢	.10¢	.5¢	.1¢

a. 1 dime, 2 quarters and 3 one-dollar bills
b. 4 one-dollar bills and 1 fifty-cent piece
c. 2 pennies, 1 dime, 1 fifty-cent piece and 3 one-dollar bills
d. 1 dime, 1 fifty-cent piece and 3 one-dollar bills
e. None of the Above.

14. Close out each of the following cash registers determining any cash over or short.

Amount of Bank $25.00
Cash Register Total $175.00

$10 bills	(4)
$ 5 bills	(27)
$ 1 bills	(12)
50-cent pieces	(7)
quarters	(26)
dimes	(41)
nickels	(9)
pennies	(4)

a. $51.59 over
b. $51.59 short
c. $1.59 over
d. $1.59 short
e. None of the Above

Total Cash $ __________
Less Bank $ __________
Cash from Sales $ __________
Register Total $ __________
Over or Short $ __________
(Circle)

15. Amount of Bank $20.00
Cash Register Total $171.52

$ 5 bills	(19)
$ 1 bills	(74)
50-cent pieces	(22)
quarters	(61)
dimes	(37)
nickels	(40)
pennies	(37)

a. $9.80 over
b. $49.80 over
c. $9.80 short
d. $49.80 short
e. None of the Above

Total Cash $ __________
Less Bank $ __________
Cash from Sales $ __________
Register Total $ __________
Over or Short $ __________
(Circle)

16. Many large cities have high sales tax rates than the surrounding suburban area. If a city has a tax rate of 6%, and the rate outside the city is 4%, how much less would a person pay for a $375.00 monthly grocery bill if it is purchases from a suburban store.

a.$22.50 b. $15.00 c. $7.50 d. $10.00 e. None of the Above

17. A customer in a grocery store purchases the following merchandise:

6 cases of soda at $9.98 each
3 steaks at $12.98 each
4 pizzas at $4.50each
1 video at $22.50

If the sales tax is 5%, how much is the total tax?

a. $210.00 b. $139.32 c. $6.97 d. $6.50 e. None of the Above

Indicate the amount of the discount for each of the following problems (18-21)

18. $29.95 less 10%

a. $2.98 b. $3.00 c. $26.96 d. $4.50 e. None of the Above

19. $8.98 less 20%

a. $1.80 b. $7.18 c. $1.79 d. $7.20 e. None of the Above

20. $17.50 less 20%

a. $14.00 b. $3.50 c. $3.49 d. $3.25 e. None of the Above

21. $39.94 less 20%

a. $32.00 b. $31.95 c. $7.97 d. $7.99 e. None of the Above

Indicate the amount of cash that the register is either over or short in the following close-out siutations (22-24)

	22.	23.	24.
a. Total Cash	a. 429.73	a. 274.75	a. 319.12
b. Less Bank	b. 25.00	b. 20.00	b. 25.00
c. Cash from Sales	c. ______	c. ______	c. ______
d. Register Total	d. 401.98	d. 249.75	d. 297.25
e. Plus Register Corrections	e. ______	e. 5.00	e. 2.98
f. Minus Register Corrections	f. ______	f. ______	f. 4.98
g. Correction Register Total	g. ______	g. ______	g. ______
h. Cash Over	h. ______	h. ______	h. ______
i. Cash Short	i. ______	i. ______	i. ______

22.	23.	24.
a. $2.75	a. $45 over	a. $1.13 over
b. $2.25 short	b. $45 short	b. $5.13 short
c. Neither over or short	c. Balances	c. $5.13 over
d. $40.19 balanced	d. $5 short	d. $1.13 short
e. None of the Above	e. None of the Above	e. None of the Above

Compute answers to each of the following:

25.	Gross Salary		$61.13
	Deductions:	$8.26 4.07 2.50	
	Take-Home Pay		$ ________

a. $46.30 b. $75.96 c. $46.20 d. $78.00 e. None of the Above

26. Gross Salary $272.50

Deductions: $55.60
18.12
16.00
Take-Home Pay $ ________

a. $362.22 b. $183.00 c. $182.78 d. $89.72 e. None of the Above

27. A wholesale grocery sales representative is paid on the basis of 4.5% weekly commission on gross sales. If sales are $6,000, federal income tax rate 20%, social security rate 6.65% and the state income state rate is 6%, how much is the take-home payof the employee?

a. $181.84 b. $270.00 c. $88.16 d. $182.00 e. None of the Above

28. A food broker receives 4% commission on sales up to $2,000 per week, and 5% on all sales over $2,000. What is the commission on sales of $6,600?

a. $594.00 b. $655.00 c. $6,600.00 d. $310.00 e. None of the Above

29. A retail clerk earns $3.30 per hour. If the clerk works 44 hours, how much is earned? (Note: The clerk is paid nothing additional over $3.30 for hours worked over 40.)

a. $151.80 b. $145.20 c. $132.00 d. $200.00 e. None of the Above

30. A wholesale grocery sales representative is offered a position at $200.00 per week or $100.00 plus 1½% commission on all sales. If weekly sales are expected to be $5,000, would the salesperson receive a higher wage under the straight salary basis or the salary plus commission basis? How much is the difference?

a. $100 b. $125 c. $75.00 d. $25.00 e. None of the Above

31. If a store manager earns 3½% commission on the yearly sales of the store, what is the manager's bonus if the store's sales last year were $826,425?

a. $28,924.88 b. $289,248.75 c. $2,892.48

d. $24,792.75 e. None of the Above

A series discount is a trade discount where two or more discounts are given off the list price of the merchandise. List the cost of the item for problems 32-35.

	List Price	Trade Discount	Cost Price
32.	$ 300.00	40%, 5%	________
33.	5,000.00	30%, 10%, 2%	________
34.	37.00	25%, 3%	________
35.	14.00	20%, 5%, 1%	________

Answers

32.	a. $120.00	b. $171.00	c. $165.00	d. $135.00	e. None of the Above
33.	a. $2,400	b. $2,600	c. $3,087	d. $2,000	e. None of the Above
34.	a. $26.92	b. $28.27	c. $10.50	d. $27.00	e. None of the Above
35.	a. $3.64	b. $10.53	c. $120.36	d. $14.00	e. None of the Above

36. You can buy the same merchandise from two different manufacturers. The first offers you a trade discount of 40% off the list of $800 and the second offers discounts of 35% and 6%. Which manufacturer offers the better deal? By how much? ____________

a. The First by $8.80 b. The Second by $8.80 c. The Second by $10

d. They're the same e. None of the Above

37. What is your total cost if you are given trade discounts of 30%, 10%, and 3% off the following list prices? ______________ (Round final answer only.)

$720.26
372.30
697.00
34.68
71.62
32.42

a. $1,099.12
b. $$1,178.37
c. $829.16
d. $1,928.28
e. $2,005.69

Find the Retail Price for each of the following:

38.

Cost of Goods	Overhead	Desired Profit	Retail
$360.00	$180.00	$6.00	(________)

a. $174.00 b. $546.00 c. $186.00 d. $650.00 e. None of the Above

39.

Cost of Goods	Overhead	Desired Profit	Retail
$1,500.00	$450.00	$33.00	(________)

a. $1,983 b. $1,017 c. $1,083 d. $1,900 e. None of the Above

What is the profit or loss in each of the following:

40.

Sales	Cost of Goods	Overhead Expenses	Profit	Loss
$75,000	$50,000	$24,500		

a. $500 profit b. $500 loss c. $49,500 profit
d. $1,000 loss e. None of the Above

41.

Sales	Cost of Goods	Overhead Expenses	Profit	Loss
$13,236	$9,000	$4,000		

a. $236 loss b. $236 profit c. $8,236 loss
d. $2,500 profit e. None of the Above

Find the amount to be paid for problems 42-46:

42. An invoice for $2,500.00 is dated July 1 with terms of 8/10 N/30. The invoice is paid on July 9. ____________

a. $2,500
b. $2,300
c. $2,250
d. $2,700
e. None of the Above

43. An invoice for $397.27 is dated May 1 with terms of 2/10 N/30 and is paid on May 26. ____________

a. $389.32
b. $397.27
c. $357.54
d. $400.00
e. None of the Above

44. An invoice for $432.00 is dated September 25 with terms of 5/10 N/30 EOM and is paid on October 8. ____________

a. $432
b. $410.40
c. $388.80
d. $425
e. None of the Above

45. If you purchase 12 hats at a total invoice cost of $48.00, what is the cost of each hat if a 2% cash discount is earned on the invoice amount? ____________

a. $3.92
b. $.96
c. $47.04
d. $4.50
e. None of the Above

46. What is the percent of discount if the total invoice amount is $800.00 and the amount of discount is $32.00? ____________

a. 4%
b. 40%
c. 24%
d. 10%
e. None of the Above

47. Find the Retail Price:

Cost	Markup	Retail
$16.00	$13.50	$ ________

a. $29.50 b. $21.50 c. 84% d. $30 e. None of the Above

48. Find the Markup:

Cost	Markup	Retail
$24.60	________	$42.00

a. $24.20 b. $66.60 c. $17.40 d. $18.40 e. None of the Above

49. Find the Cost:

Cost	Markup	Retail
________	$12.00	$39.95

a. $51.90 b. $27.95 c. $20.50 d. e. None of the Above

50. Find the Markup:

Cost	Markup	Retail
$36.00	________	$54.95

a. $18.95 b. $90.95 c. 20% d. $54.20 e. None of the Above

FOOD MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/SELLING-89

Answer Sheet

1. B
2. A
3. C
4. B
5. D
6. A
7. C
8. B
9. C
10. A
11. D
12. A
13. D
14. C
15. A
16. C
17. C
18. B
19. A
20. B
21. D
22. A
23. C
24. D
25. A
26. C
27. A
28. D
29. B
30. D
31. A
32. B
33. C
34. A
35. B
36. A
37. B
38. B
39. A
40. A
41. B
42. B
43. B
44. B
45. A
46. A
47. A
48. C
49. B
50. A

Tie-Breakers

1. 12
2. 15
3. 28
4. 32
5. Time

ADULT ASSISTANT SHEET

- Determine that enough tables and chairs have been provided in the test area.
- Instruct students how to record an answer and where to place their ID stickers on the answer sheet.
- Have students look through the test to be sure they:
  - Have all pages
  - Have no duplicate pages
  - have no blank pages
- If the test is timed, record the number of minutes needed to complete the event on the answer sheet.
- Students will have 50 minutes in which to complete the test.
- Announce the time remaining every 15 minutes and 5 minutes before the end of the contest.
- All student testing materials are to be collected from each student before they leave.
- Submit all graded answer sheets or evaluation sheets to Series Director.
- Recalculate all score sheets to check to accuracy.
- Identify the tie-breaking procedure.

Ex: Correct Answers to three questions with time as a fourth tie-breaker.

COMPETENCIES TO BE TESTED:

Communicate verbally with customers, employees, supervisors, suppliers, etc. in a clear and enthusiastic manner

Read and interpret reports, forms, policies, product information, etc.

Address other people in a business-like manner whether they are customers, fellow employees, supervisors or management

Convey a positive self image of self and the firm

Work cooperatively with other employees, supervisors, or managers

Train employees concerning job responsibilities, duties, policies and procedures, systems, trends, products and terminology

Build employee morale, motivation and loyalty

BRIEF DESCRIPTION OF THE EVENT:

The student will assume the role of the assistant manager of a medium-sized grocery store. You will be working with your manager to correct employee performance and human relations skills.

MATERIALS NEEDED:

Pen/Pencil

Note Cards

STUDENT INSTRUCTION SHEET

You will be given 10 minutes to prepare and 10 minutes to present your ideas. You will initiate the conversation with your manager (judge) who is expecting you in his/her office.

Hand the appropriate ID sticker to the adult assistant, who will place it on the evaluation and give it to the judge.

You may use notecards during your presentation

FOOD MARKETING
SUPERVISORY LEVEL
HUMAN RELATIONS/
MANAGEMENT & SUPERVISION-89

CONTEST SHEET #1

You are employed as a new assistant manager of a medium-sized grocery store, located in a downtown development. You have 25 staff people who report to you and the store manager. The personnel you supervise is as follows:

1 Night Manager

1 Office Manager

7 Full-time cashiers

8 Part-time cashiers

2 Meat Dept. Employees

2 Deli Personnel

2 Bakery Personnel

2 Part-time Maintenance Persons

CONTEST SHEET #2

You have been on the job in this position for one month. You have taken time to sit back and observe the staff and the management procedures for this period of time and have noticed several things.

1. The employee review process is done on a very casual and sporadic basis.
2. Some employee's lack ambition, enthusiasm and drive.
3. Some employee's treat customers very well, while others almost ignore them.
4. The store appears dirty and unkept.
5. There seems to be a lot of socializing between employees.
6. Some employees arrive late for their shift consistently.
7. There seems to be some conversation about pay rates and general backstabbing among workers.

You and your manager have thought seriously about how all these things can affect the profitability of your store. The store manager has asked you to analyze the above situations and format some store policies and procedures for the employees and management to use as guidelines for performance.

Your Mission

As an outcome of your observations, identify some steps you would take to correct the situation you've observed which could be placed in writing and used as a guideline for employees to follow. You will present these ideas to your store manager with appropriate rationale.

You will initiate the conversation when you enter your manager's office. He is expecting you.

JUDGE'S INSTRUCTION SHEET

You will role play the manager of a medium-size grocery store located in a downtown development. One month ago you hired an assistant manager and asked that person to observe the staff for one month and to eventually think about formulating some store policies. After the one month observation you assistant has made seven specific notes. (See contest sheet). You have now asked the assistant to identify a number of store procedures which could eventually be placed in writing and used as a guideline for all employees. You have also asked for appropriate rationale to support each policy.

Some questions you have are:

1. Which observations are most critical and need to be addressed immediately.
2. Identify several procedures which would combat the negative observations.
3. Ask how the assistant would begin to formulate change among employees.
4. Does the assistant feel comfortable with addressing these negative issues with employees.

The student will initiate the conversation when they enter your office. The student will have 10 minutes to present his/her ideas to you.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the ID sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask additional questions for clarification but all students must be treated the same.

There will be a run-off to this event. We could use your help judging the run-offs. if you can stay we would greatly appreciate it.

FOOD MARKETING
SUPERVISORY LEVEL
HUMAN RELATIONS/
MANAGEMENT & SUPERVISION-89

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

1. Communicate thoughts and ideas in a clear, concise and enthusiastic manner.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

2. Appropriately interpret observations of employee behavior.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

3. Understand the need for employee policies and procedures to guarantee successful store operation.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

4. Identify store procedures to be used as store guidelines, in the future.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

5. Develop store procedures around his/her observations of the store and it's employees.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

6. Provide appropriate rationale for formulating these specific procedures.

0 1 2 3 4 5 6 7 8 9 10
Poor Fair Good Excellent Superior

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

7. Use creativity in coming up with solutions for his/her observations.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair		Good		Excellent		Superior	

8. Show appropriate asertiveness in dealing with employee morale and human relations problems.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair		Good		Excellent		Superior	

9. Work Cooperatively with Management to problem Solve.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair		Good		Excellent		Superior	

10. Answer manager's questions with enthusiasm, competence, and rationale.

0	1	2	3	4	5	6	7	8	9	10
Poor			Fair		Good		Excellent		Superior	

Total Score

Verified By

RUN-OFF

Your store managers has agreed with you in regard to your observations and corresponding procedures regarding employee performance. He/She would like you to choose two of the most critical situations and present the problem and the solution (policy) to the employees at an upcoming store meeting. Remember to use caution when presenting the problems the employees so that they do not get defensive and so that they will feel compelled to follow store policy. Remember you are helping not criticizing, for the good of the store.

FOOD MARKETING
SUPERVISORY LEVEL
HUMAN RELATIONS/
MANAGEMENT & SUPERVISION-89

STUDENT I.D. NUMBER

RUN-OFF / EVALUATION SHEET

To what degree did the student effectively:

(Judges Circle One)

1. Identify two critical areas that need to be addressed immediately?

   0 1 2 3 4 5 6 7 8 9 10
   Poor Fair Good Excellent Superior

2. Present the problem (observation) in a diplomatic and professional manner?

   0 1 2 3 4 5 6 7 8 9 10
   Poor Fair Good Excellent Superior

3. Present the new policy in a businesslike way to ensure that the employees will "buy into" the new procedure?

   0 1 2 3 4 5 6 7 8 9 10
   Poor Fair Good Excellent Superior

STUDENT I.D. NUMBER

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This is required.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the Series Director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area. Announcing this during student orientation.

IS VE 37

KEY

Test Number 263

Marketing Math

This comprehensive exam was developed by the MarkED Resource Center. Items have been randomly selected from the MarkED Resource Center's Test-Item Bank and represent a variety of instructional areas. A descriptive test key, including question sources and answer rationale, has been provided the state DECA advisor.

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1. C
9,816.14. The sum is found by adding or combining the addends. In this problem, 4,621.36 and 5,194.78 are the addends, and their sum is 9,816.14. Remember to keep the decimal point in the sum directly under those in the problem.
SOURCE: MA:097
SOURCE: MA LAP 41--Addition and Subtraction

2. A
1,981,146.68. The sum is found by adding or combining the addends. In this problem, 265,978.2, 934,106.36, 186,293.4, 594,768.72 are the addends, and their sum is 1,981,146.68.
SOURCE: MA:097
SOURCE: MA LAP 41--Addition and Subtraction

3. A
3,602. The sum is found by adding or combining the addends. In this problem 329, 2862, and 411 are the addends. Their sum is 3,602.
SOURCE: MA:097
SOURCE: MA LAP 41--Addition and Subtraction

4. B
$555.50. To determine the total discount, add the amounts of the discounts together. In this problem $410.00 + $63.00 + $82.50 = $555.50.
SOURCE: MA:097
SOURCE: MA LAP 41--Addition and Subtraction

5. A
$687.38. In a subtraction problem, the number which is to be subtracted is called the subtrahend ($989.75). The number from which the subtrahend is to be subtracted is called the minuend ($1,677.13). The amount remaining after subtraction is referred to as the difference ($687.38).
SOURCE: MA:098
SOURCE: MA LAP 41--Addition and Subtraction

6. D
48.88. In a subtraction problem, the number which is to be subtracted is called the subtrahend (371.92). The number from which the subtrahend is to be subtracted is called the minuend (420.8). The amount remaining after subtraction is referred to as the difference (48.88).
SOURCE: MA:098
SOURCE: MA LAP 41--Addition and Subtraction

7. C
$1,175. To find the amount owed, subtract the payments already made from the total price ($1,550 - $375 = $1,175).
SOURCE: MA:098
SOURCE: MA LAP 41--Addition and Subtraction
SOURCE: pp. 8-13, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

8. B
32,706. The difference is the amount which remains when one number is subtracted from another.
SOURCE: MA:098
SOURCE: MA LAP 41--Addition and Subtraction
SOURCE: pp. 8-13, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

9. D
$47.27. In a multiplication problem, the number which is to be multiplied is the multiplicand ($32.60). The number by which it is to be multiplied is the multiplier (1.45). The result of the multiplication process is the product ($47.27). Be careful in positioning the decimal point as many places to the left as indicated by its position in the problem (4).
SOURCE: MA:099
SOURCE: MA LAP 42--Multiplication and Division

10. C
$48.75. Maureen's pay is determined by multiplying her hourly pay by the total hours worked (3 + 4 + 2 + 4 = 13; $3.75 x 13 = $48.75).
SOURCE: MA:099
SOURCE: MA LAP 42--Multiplication and Division

11. B
$93.50. To determine the total salary for the week, multiply the hourly rate by the number of hours worked ($4.25 x 22 = $93.50).
SOURCE: MA:099
SOURCE: MA LAP 42--Multiplication and Division
SOURCE: pp. 13-19, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

12. C
$21.94. Since there are five digits which follow the decimal points, in the answer the decimal point must be positioned five spaces to the left.

$$\begin{array}{r} \$398.95 \\ \underline{.055} \\ 199475 \\ \underline{199475} \\ \$21.94225 \end{array}$$

SOURCE: MA:099
SOURCE: MA LAP 42--Multiplication and Division
SOURCE: pp. 13-19, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

13. C
$46.00. In division problems, the number which is being divided is called the dividend ($828.00). The number by which the dividend is being divided is called the divisor (18). The answer to a division problem is called the quotient ($46.00).
SOURCE: MA:100
SOURCE: MA LAP 42--Multiplication and Division

14. D
Store C. To determine which is the lowest-priced notebook, the individual notebook price must be found in each case:
Store A - $5.00 ÷ 2 = $2.50 per notebook
Store B - $7.95 ÷ 3 = $2.65 per notebook
Store C - $9.95 ÷ 4 = $2.49 per notebook
SOURCE: MA:100
SOURCE: MA LAP 42--Multiplication and Division
SOURCE: pp. 19-25, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

15. B
$312.50. To determine the amount of each deposit, divide the total amount deposited by the number of deposits ($5,000 ÷ 16 = $312.50).
SOURCE: MA:100
SOURCE: MA LAP 42--Multiplication and Division
SOURCE: pp. 19-25, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

16. C
Dividing the total loan dollars by the number of loans. This figure is known as the mean. The mode is the number that is repeated the most. The median is determined by ranking the loans by amount and discovering the middle number in that group.
SOURCE: MA:100
SOURCE: MA LAP 42--Multiplication and Division

17. B
Common denominator. The number on the bottom of the fraction is the denominator and represents the total number of equal parts into which the whole number is being divided. The top number of a fraction is the numerator and represents the number of equal parts being expressed by the fraction. When two fractions represent the same number, they are said to be equivalent fractions.
SOURCE: MA:101
SOURCE: MA LAP 43--Fractions and Percents

18. C
2 1/6. In dividing mixed numbers, convert the mixed number to an improper fraction, then invert the divisor and multiply. Inverting the divisor means reversing the positions of the numerator and the denominator. Therefore, 3 1/4 ÷ 1 1/2 = 13/4 ÷ 3/2 = 13/4 x 2/3 = 26/12 = 2 2/12 = 2 1/6
SOURCE: MA:101
SOURCE: MA LAP 43--Fractions and Percents

19. A
1/5. The term percent means out of a hundred. Therefore, 20% can be expressed as a fraction as 20/100; however, the fraction 20/100 can be reduced to its lowest or simplest terms if the numerator and denominator are expressed in the smallest equivalent terms. 20/100 = 2/10 = 1/5.
SOURCE: MA:101
SOURCE: MA LAP 43--Fractions and Percents

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20. B
11. There are three feet in one yard (3 x 3 = 9; 2/3 x 3 = 2; 9 + 2 = 11).
SOURCE: MA:101
SOURCE: MA LAP 43--Fractions and Percents
SOURCE: pp. 88-89, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

21. C
19.51%. To solve for percent you need to divide the percentage (16) by the base (82). Change the decimal figure you obtain to a percent by moving the decimal point two places to the right and adding a percent sign (%). 16 ÷ 82 = .1951 = 19.51%
SOURCE: MA:377
SOURCE: MA LAP 43--Fractions and Percents

22. B
$1.19. 50% more peanuts equals a quarter pound of peanuts (.50 X .50 = .25 = 1/4), and has a value of $.395 ($.79 X .50 = $.395). Therefore, the total cost for 3/4 pound of peanuts is $.79 + $.395 = $1.185 rounded up = $1.19
SOURCE: MA:377
SOURCE: MA LAP 43--Fractions and Percents

23. A
$1.79. The amount of the discount is equal to the original price multiplied by the discount ($1.99 x 10% or .10 = $.1999 or $.20). The new price is equal to the original price minus the amount of the discount ($1.99 - $.20 = $1.79).
SOURCE: MA:377
SOURCE: MA LAP 43--Fractions and Percents
SOURCE: p. 86, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

24. C
$3,387.50. To find the dollar amount spent on supplies, multiply gross sales by the percentage for supplies ($135,500 x 2 1/2% or .025 = $3,387.50).
SOURCE: MA:377
SOURCE: MA LAP 43--Fractions and Percents

25. C
Equal. Equations tell us not only that two expressions are related but that they are in fact equal.
SOURCE: MA:103
SOURCE: MA LAP 44--Algebraic Expressions

26. A
14. To solve an open equation, you will need to isolate the variable on one side of the statement. Changes must be made until the letter is left standing alone on one side. Remember you cannot change the original meaning of the statement. In this problem, 10 can be subtracted from both sides of the equation without changing the statement's meaning.
Therefore, 10 + x = 24; 10 - (+10) + x = 24 - 10; x = 14
SOURCE: MA:103
SOURCE: MA LAP 44--Algebraic Expressions

27. B
-20X. Multiply -10 and 3X, which equals -30X. When you add 10X, the expression equals -20X. When completing algebraic expressions, complete all multiplication and division from left to right before completing addition and subtraction functions.
SOURCE: MA:103
SOURCE: MA LAP 44--Algebraic Expressions

28. A
$3.25. The customer has overpaid the balance due by $3.25 ($20.01 - $16.76 = $3.25).
SOURCE: MA:386
SOURCE: p. 127, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

29. D
$2.34. The cost is found by multiplying: 3 x $.59 = $1.77 and 3 x $4.99 = $14.97. Adding $1.77 + $14.97 = $16.74. A 5.5% sales tax is changed to a decimal and multiplied by the purchase total. $16.74 x .055 = $.92. The total of the items, $16.74 plus tax, $.92 is $17.66. The difference between the cost, $17.66 and the $20.00 given to the cashier is $2.34.
SOURCE: MA:386

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30. B
Count the coins first, then the bills. For example, if a customer's total purchase was $8.85, and you were given a $10 bill, you would count $8.85, $8.90, $9.00, and $10.00. Be sure to count coin by coin and then bill by bill. Always be extremely careful when handling money so that errors are not made. Thank the customer at the end of the transaction.
SOURCE: MA:386
SOURCE: p. 17, The Cashier. Hephner, T.A., Gregg/McGraw-Hill Book Co., 2nd ed., 1984.

31. C
Right rear. The rear section of the cash drawer insert is designed for currency. The smallest denomination ($1.00 bills) is placed in the compartment to the right. The denominations increase, moving from right to left across the drawer--fives, tens, and twenties.
SOURCE: MA:388
SOURCE: MA LAP 47--Preparing Cash Drawers

32. B
40. A roll of nickels, therefore, is worth $2.00 (40 x $.05 = $2.00).
SOURCE: MA:388
SOURCE: MA LAP 47--Preparing Cash Drawers

33. C
$22.50. There are 40 quarters per roll or $10.00, 50 dimes per roll or $5.00, 40 nickels per roll or $2.00, and 50 pennies per roll or $.50 ($10.00 + $5.00 + $5.00 + $2.00 + $.50 = $22.50).
SOURCE: MA:388
SOURCE: MA LAP 47--Preparing Cash Drawers

34. A
Overring. An underring occurs when an item is recorded on the cash register for less than it is priced. Ringing on the wrong department key occurs when a sale is rung in the wrong department; thereby, the inventory in one department is over and the other is thrown short. If an overring occurs, the sale should be voided and rekeyed.
SOURCE: MA:354

35. C
Ring on wrong department. Merchandise which cost $16.15 from department H was rung as having come from department A. When errors of this type occur, the inventory for one department is over and the other is thrown short.
SOURCE: MA:354

36. B
Underring. An underring occurs when an item of merchandise is recorded on the register for less than it is priced. $4.10 was rung as $4.01. An overring occurs when an item is recorded on the cash register for more than it is priced.
SOURCE: MA:354

37. A
Add paid-outs and/or refunds; obtain total cash for the day; subtract opening change fund. None of the alternatives would be correct procedure.
SOURCE: MA:361

38. A
$1,228.00. To determine the answer to this problem, you will need to multiply the quantity of each bill by its denomination and then total these extensions.
38 x $ 1.00 = $ 38.00
36 x $ 5.00 = 180.00
59 x $10.00 = 590.00
21 x $20.00 = 420.00
Total = $1,228.00
SOURCE: MA:361

39. B
$2,384.30. Add the amounts of each department's total sales to find the total sales for the store ($173.01 + $1,417.63 + $461.52 + $332.14 = $2,384.30).
SOURCE: MA:361

40. A
$239.32. To determine the answer to this problem, add together the individual department sales: $27.12 + $103.02 + $94.62 + $14.56 = $239.32.
SOURCE: MA:361

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41. C
$.05. If the sales tax rate schedule shows $.04 sales tax for items from $1.00 to $1.28, then $1.30 would fall into the next level of sales tax or $.05.
SOURCE: MA:089

42. C
$.80. An item valued at $32.50 falls between $25.01 and $50.00.
SOURCE: MA:089

43. A
4%. To solve for rate, divide the percentage by the base (R = $2.54 ÷ $63.49 = .04), and convert the decimal to a percentage by moving the decimal point two places to the right.
SOURCE: MA:089

44. B
$29.00. To determine the amount of sales tax on a sale, convert the tax rate to a decimal figure by dividing by 100 (5 ÷ 100 = .05). Then multiply by the selling price of the merchandise (.05 x $579.95 = $29.00). Be sure to round to two decimal places.
SOURCE: MA:089

45. B
$1.81. Subtract the total sale, $118.19, from the amount tendered, $120.00, to obtain the amount of change the customer is to receive, $1.81.
SOURCE: MA:090
SOURCE: p. 13, Applied Business Mathematics. Fairbank, R.E.; Schultheis, R.A.; Kaczmarski, R.M., South-Western Publishing Co., 12th ed., 1985.

46. C
$7.67. Total the individual items ($1.19 + $.59 + $3.89 + $.99 + $.79 = $7.45), convert the tax rate to a decimal and multiply ($7.45 x .03 = $.22), then add the purchase amount to the tax to find the total ($7.45 + $.22 = $7.67).
SOURCE: MA:090
SOURCE: MA LAP 48--Completing Sales Checks

47. B
$92.67. To determine the total amount owed by customers, extensions must first be calculated. Next, determine the subtotal. In this example, 3 x $15.95 = $47.85
2 x $ 1.90 = $ 3.80
2 x $ 6.99 = $13.98
3 x $ 6.99 = $20.97
Subtotal $86.60

Convert the tax rate into a decimal figure by dividing by 100 (7 ÷ 100 = .07). Multiply the tax rate by the subtotal to determine the amount of sales tax to be charged (0.7 x $86.60 = $6.062). Round up to the next highest cent, ($6.07) and add the subtotal and tax to determine the total amount of the sale ($86.60 + $6.07 = $92.67).
SOURCE: MA:090
SOURCE: MA LAP 48--Completing Sales Checks

48. B
$1.32. To calculate unit prices, divide the multiple price by the number of items in the group. In this case, the multiple price is $3.95, and the number of items in the group is three. Therefore, $3.95 ÷ 3 = $1.32.
SOURCE: MA:090
SOURCE: MA LAP 48--Completing Sales Checks

49. C
$3.01. To calculate sales tax, multiply the subtotal of a purchase by the rate of tax. In this example, $42.95 x .07 = $3.0065 or $3.01. Remember, alsway round up to the next highest cent.
SOURCE: MA:090
SOURCE: MA LAP 48--Completing Sales Checks

50. D
Charge-take. A charge-send occurs when customers charge merchandise and have it delivered. With C.O.D. purchases, customers pay cash for the merchandise upon delivery. Carry-home is a meaningless distractor.
SOURCE: MA:092
SOURCE: MA LAP 49--Completing Charge Sales Checks

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51. A
$8.17. To determine the total sale, first calculate the extensions for the purchases (2 x $3.50 = $7.00; 5 x $.17 = $.85), then add these figures to obtain the subtotal ($7.00 + $.85 = $7.85). Multiply the subtotal by the tax rate which is converted to a decimal and round up to the nearest cent ($7.85 x 4% or .04 = $.314 or $.32). Add subtotal and tax to determine total sale ($7.85 + $.32 = $8.17).
SOURCE: MA:092
SOURCE: MA LAP 49--Completing Charge Sales Checks

52. A
Check the bad card list. This is a listing of invalid card numbers, including those which have been lost or stolen. You should not process a purchase when the charge card number appears on the bad card list.
SOURCE: MA:092
SOURCE: MA LAP 49--Completing Charge Sales Checks

53. A
Make no adjustment. The guarantee only covers three months; six months have passed, so no refund, credit adjustment, or exchange can be made.
SOURCE: MA:094
SOURCE: MA LAP 45--Handling Returns

54. A
Yes, the customer followed store policies. The customer presented a cash receipt, and no information was presented which described any damage to the merchandise. Store policy does not state that gift certificates will be issued.
SOURCE: MA:094
SOURCE: MA LAP 45--Handling Returns

55. D
Merchandise exchange. Even and uneven exchanges are two types of merchandise exchanges. From the information given, you cannot determine if the exchange was for a higher- or a lower-priced item. A credit refund is given when purchases were originally charged to a customer's credit account.
SOURCE: MA:094
SOURCE: MA LAP 45--Handling Returns

56. A
COD. COD stands for Collect on Delivery. With cash sales, customers pay for merchandise at the time of the purchase. Credit sales enable customers to take possession of merchandise at the time of purchase and pay later. With layaway sales, the merchandise remains in the possession of the business until the customer pays the balance of the account.
SOURCE: MA:093
SOURCE: MA LAP 46--Handling COD and Layaway Sales

57. A
All of these answers are correct. Once the amount of the down payment has been determined, subtract that amount from the total sale to determine the balance due. Be sure that your calculations are accurate.
SOURCE: MA:093
SOURCE: MA LAP 46--Handling COD and Layaway Sales

58. C
Layaway remain in the store until all payments are made. Collateral is not required for merchandise purchased on layaway. A deposit is not required for goods purchased on credit but is required for goods purchased on layaway.
SOURCE: MA:093
SOURCE: MA LAP 46--Handling COD and Layaway Sales
SOURCE: p. 66, Finance and Credit. Crawford, L.C.; Lynch, R.L., Gregg/McGraw-Hill Book Co., 1979.

59. A
24%. This is determined by dividing the amount spent on food by the amount of the total payments and multiplying by 100 to change the number to a percentage. $650.10 ÷ $2,676.20 = .24 x 100 = 24%
SOURCE: MA:121
SOURCE: pp. 148-149, Applied Business Mathematics. Fairbank, R.E.; Schultheis, R.A.; Kaczmarski, R.M., South-Western Publishing Co., 12th ed., 1985.

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60. A
$48.46. The answer is calculated by adding all the currency, coins, and checks together ($16.00 + $5.47 + $6.14 + $8.29 + $12.56 = $48.46).
SOURCE: MA:121
SOURCE: pp. 208-209, Vocational Mathematics for Business. Martinka, M.; Southam, J.L., South-Western Publishing Co., 3rd ed., 1984.

61. D
$1,471.47. To determine the total bank deposit, obtain the difference between the opening and closing register reading ($29,974.73 - $28,769.30 = $1,205.43). Subtract refunds from the difference to obtain net cash ($1,205.43 - $7.93 = $1,197.50). Then, add accounts receivable to net cash to obtain total receipts ($1,197.50 + $273.97 = $1,471.47). Total receipts in this case is equal to your total bank deposit.
SOURCE: MA:121

62. B
$4,925. To determine net sales, subtract customer returns and allowances from gross sales. In this problem, $5,250 - ($300 + $25) = $5,250 - $325 = $4,925.
SOURCE: MA:349
SOURCE: p. 183, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

63. B
$1,213.00. Net sales are calculated by subtracting returns and allowances from gross sales ($1,359.00 - $107.00 - $39.00 = $1,213.00). The remaining data do not apply to net sales calculations.
SOURCE: MA:349
SOURCE: p. 372, Retail Business Management. Gillespie, K.R.; Hect, J.C.; Lebowitz, C.F., Gregg/McGraw-Hill Book Co., 3rd ed., 1983.

64. B
$3,385. The amount of the returned merchandise is subtracted from the gross sales to determine net sales, thus, $3,750 - $365 = $3,385 (net sales).
SOURCE: MA:349

65. A
$880. Gross sales of $1,225 minus returns of $225, minus allowances of $120 equals $880.
SOURCE: MA:349

66. D
All of these answers are correct. The profit and loss statement is actually a picture of the financial success or failure of a business for a specific period of time.
SOURCE: MA:352

67. A
$71,900. In a profit and loss statement, net sale minus cost of goods sold equals the gross profit, and gross profit minus operating expenses equals net profit or loss. Therefore, net profit plus expenses equals gross profit ($8,900 + $21,000 = $29,900). Cost of goods sold plus gross profit equals net sales ($42,000 + $29,900 = $71,900).
SOURCE: MA:352
SOURCE: pp. 489-490, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W.; South-Western Publishing Co., 9th ed., 1982.

68. D
$13,000. A firm's net profit or loss is calculated by subtracting cost of goods sold from sales and then subtracting expenses. Sales - Cost of goods sold = Gross profit or loss
Gross profit - Expenses = Net profit or loss
$40,000 - $22,000 = $18,000;
$18,000 - $ 5,000 = $13,000
SOURCE: MA:352
SOURCE: pp. 75-76, Math for Sales and Marketing Management. Zaun, D., Conrad, 1979.

69. A
$1,000. The amount of profit is found by multiplying the sales by the percentage of margin and then subtracting the expenses. $25,000 x 30% (or .30) = $7,500. $7,500 - $6,500 = $1,000.
SOURCE: MA:352
SOURCE: pp. 489-490, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W.; South-Western Publishing Co., 9th ed., 1982.

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70. B
$18.05. The operating expenses and the profit are subtracted from the selling price to obtain the cost of the item. $21.95 - ($1.40 + $2.50) = $18.05
SOURCE: PI:002

71. B
Lower than the competition. The lower the price, the more of a product the public will usually buy, thus creating volume sales. Each of the alternatives would achieve a negative result.
SOURCE: PI:002

72. D
Seasonal. A cash discount is used to persuade a buyer to pay in cash rather than use credit. Quantity discounts are given for buying large amounts. A trade discount is a method of quoting prices based on list prices and granting the retailer a percentage of discount off the list prices.
SOURCE: PI:002

73. C
All of these answers are correct. When determining the retail price that must be charged, the owner/manager of a business must consider how much the merchandise costs the business, the costs of operating the business (utilities or salaries), and the competition.
SOURCE: PI:002
SOURCE: pp. 266-267, Retail Merchandising. Samson, H.E.; Little, W.G.,; Wingate, J.W., South-Western Publishing Co., 9th ed., 1982.

74. B
80. Determine the number of shirts by figuring the total costs (12 x $36.00 = $432.00 + $20 + (12 x $9.00) = $560.00), and then dividing this amount by the selling price per item ($560. ÷ $7.00 = 80).
SOURCE: PI:006
SOURCE: pp. 473-474, Applied Business Mathematics. Fairbank, R.E.; Schultheis, R.A.; Kaczmarski, R.M., South-Western Publishing Co., 12th ed., 1985.

75. B
Break-even. A business may express break-even point according to units or dollars. Target return pricing involves setting price levels according to the rate of profit a company desires to achieve from its sales. Price is the monetary value of a good or service. Markup is the amount added to the cost of a good or service in order to reach a selling price.
SOURCE: PI:006
SOURCE: pp. 193, 195-196, 200, 204, Marketing Practices and Principles. Mason, R.E.; Rath, P.M.; Husted, S.W., Gregg/McGraw-Hill Book Co., 4th ed., 1986.

76. B
7,000. In order to calculate the break-even point, divide the total fixed costs by the contribution margin (unit selling price - unit cost). $35,000 ÷ ($15 - $10) = 7,000
SOURCE: PI:006
SOURCE: pp. 132-135, Principles of Marketing. Warmke, R.F.; Palmer, G.D., South-Western Publishing Co., 1985.

77. B
$345.10. The highest price to be paid for the products represents their cost which can be found by the following method: Selling Price - Gross Profit = Cost. Since gross profit is 42% of the selling price ($595.00), the amount of gross profit is 42% of $595.00 or $595.00 x .42 = $249.90; $595.00 - $249.90 = $345.10.
SOURCE: PI:007

78. B
Price Line No. 2. To determine the retail price that would be placed on the item, given the desired markup, use the following method: $\text{Retail Price} = \frac{\text{Cost}}{100\% - \text{Markup }\%}$ or $15.00 ÷ .65 = $23.07
SOURCE: PI:007

79. B
$120.00. Retail Price = Cost x Markup Percent + Cost. Retail Price = $80.00 x 50% or .50 = $40.00 + $80.00 = $120.00.
SOURCE: PI:007
SOURCE: pp. 85-86, Marketing Math. Stull, W.A., South-Western Publishing Co., 1979.

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80. D
Policy adjustment. Price guarantee is a promise that a business will not be undersold, which may lead to adjustments. According to the American Marketing Association, sales promotion is marketing activities such as displays and demonstrations that stimulate consumer purchasing and dealer effectiveness.
SOURCE: PI:008

81. C
$2.80. The new price is determined by multiplying the original price by the discount:
$3.50 x 20% (or .20) = $.70. Then, subtract the discount from the original price:
$3.50 - $.70 = $2.80.
SOURCE: PI:008

82. D
$2.34. In order to compute the correct answer, the amount of the markup must first be determined by multiplying the original price by the percent of markup ($1.95 x 20% or .20 = $.39). That amount is then added to the original selling price to determine the new selling price
($1.95 + $.39 = $2.34).
SOURCE: PI:008

83. A
Promotional. A trade discount is given to a certain class of buyers. A cash discount is granted when immediate payment is received or for payment in advance of a specified time. A seasonal discount is a special discount offered to all retailers who place orders well in advance of the normal buying period.
SOURCE: PU:013

84. A
$57.80. Solution: 20% of $850 = $170 (1st discount)
$850 - $170 = $680
15% of $680 = $102 (2nd discount)
$680 - $102 = $578
10% of $578 = $57.80 (3rd discount)
SOURCE: PU:013

85. C
$100.00. To determine the amount of the trade discount, first calculate the extension by multiplying the quantity by the item's list price (20 x $12.50 = $250.00). Then, convert the percent to a decimal figure (40% = .40), and multiply the decimal figure by the extension to obtain the amount of the trade discount ($250.00 x .40 = $100.00).
SOURCE: PU:013

86. D
Vendor Q offers a 2% cash discount and pays transportation costs. Final cost from Vendor Q is $539. ($550 x .02 = $11; $550 - $11 = $539). Final cost from Vendor Z is $559.50. ($550 x .05 = $27.50; $550 - $27.50 = $522.50; $522.50 + $37 = $559.50). Final cost from Vendor V is $554. ($550 x .06 = $33; $550 - $33 = $517; $517 + $37 = $554). Final cost from Vendor Y is $550.
SOURCE: PU:014
SOURCE: pp. 250-251, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W., South-Western Publishing Co., 9th ed., 1982.

87. B
$60.00. Since the full amount of freight is paid, the retailer must pay the difference between the item and the discount. Multiply the discount rate by the list price to obtain the amount of the trade discount. Then, subtract the amount of the discount from the list price to determine the cost to the retailer. $75.00 x 20% (or. 20) = $15.00; $75.00 - 15.00 = $60.00
SOURCE: PU:014

88. A
Cash. Trade discounts refer to price reductions given to trusted buyers who have a long history of trading with a particular company. Quantity discounts are reductions in price given to persuade buyers to purchase larger quantities of merchandise. Seasonal discounts refer to reductions in price given to buyers who will buy in the off-season.
SOURCE: PU:014

89. C
Low profits. High profits can be achieved by high turnover and decreased expenses. High sales could result in high turnover, but the expenses would eliminate any profit. Low sales would not result in high stock turnover.
SOURCE: PU:020

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90. D
Stock-sales ratio. The term ratio expresses one item's relationship to another item. B.O.M. means beginning of the month. E.O.M. means end of month. A stock portfolio is a list of an investor's holdings.
SOURCE: PU:020

91. D
Higher than the calculated. In months of low sales, the actual ratio is higher than the calculated ratio because businesses must provide a minimum selection of goods. In high volume months such as December, stock sales ratios are generally lower than the calculated ratios. Last year's ratios may be used as a reference point but should not determine stock levels for the present year. Changes in unemployment, for instance, will drastically alter the accuracy of old figures.
SOURCE: PU:020
SOURCE: pp. 359-360, Retail Management. Lowry, J.R., South-Western Publishing Co., 1983.

92. A
Sales. Employee discounts are one of the most significant factors in planning reductions. Markdowns must also be accounted for when planning inventory reductions. Depreciation is a method of devaluing assets for tax purposes.
SOURCE: PU:021
SOURCE: p. 362, Retail Management. Lowry, J.R., South-Western Publishing Co., 1983.

93. C
$25.49. Selling price x markdown percentage = markdown; regular price - markdown = reduced selling price ($29.99 x .15 = $4.4985 or $4.50 rounded up; $29.99 - $4.50 = $25.49)
SOURCE: PU:021

94. A
Divide dollar markdown by total sales. This formula will enable the retailer to evaluate the markdown percentage during any specific period--a month, a quarter, or a year.
SOURCE: PU:021
SOURCE: pp. 260-262, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W., South-Western Publishing Co., 9th ed., 1982.

95. B
$11,200. The difference between planned stock on March 1 ($16,500) and planned stock on February 1 ($13,000) represents the desired increase in inventory ($3,500). The formula for computing planned purchases is: Planned purchases = Planned sales + Increase (or minus decrease) in inventory. Therefore, in this problem, planned purchases = $7,700 + $3,500 = $11,200.
SOURCE: PU:022
SOURCE: pp. 212-213, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W., South-Western Publishing Co., 9th ed., 1986.

96. B
$15,500. Open-to-buy = estimated sales + EOM stock + markdowns - BOM stock - merchandise on order. Operating expenses and rent are not factors in calculating open-to-buy.
SOURCE: PU:022
SOURCE: pp. 166-167, Marketing Math. Stull, W.A., South-Western Publishing Co., 2nd ed., 1985.

97. A
$8,000. The following computations are necessary.

End-of-month planned retail stock	$28,000
Planned sales for the month	+ $15,000
	$43,000
Stock on hand at retail	- $30,000
Planned purchases at retail	$13,000
Commitments at retail for current delivery	- $ 5,000
Open-to-buy	$ 8,000

SOURCE: PU:022
SOURCE: p. 238, Retail Merchandising. Samson, H.E.; Little, W.G.; Wingate, J.W.; South-Western Publishing Co., 9th ed., 1982.

98. A
$23. Gross margin is found by totaling operating expenses and profit. In this problem, $14 + $9 = $23.
SOURCE: PU:023

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99. B
$215. The formula for determining selling price is: Gross Margin + Purchase Price = Selling Price ($145 + $25 + $45 = $215).
SOURCE: PU:023

100. B
Customers will shop in other stores. If the gross margin is too high, it means that the price of the goods is also probably too high. Your customers, therefore, will go to other stores to get the same products. The number of repeat customers, the rate of stock turnover, and sales would all decrease.
SOURCE: PU:023

Competency-Based
Competitive Events
"Written Exam"

Test Number 263
Booklet Number ____

Marketing Math

INSTRUCTIONS: This is a timed, comprehensive exam for the occupational area identified above. Do not open this booklet until instructed to do so by the testing monitor. You will have ____ minutes to complete all questions.

This comprehensive exam was developed by the MarkED Resource Center. Items have been randomly selected from the MarkED Resource Center's Test-Item Bank and represent a variety of instructional areas. A descriptive test key, including question sources and answer rationale, has been provided the state DECA advisor.

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1. What is the sum of the following numbers:

4,621.36
5,194.78

A. 9,815.14
B. 9,816.04
C. 9,816.14
D. 9,825.04

2. What is the sum of the following numbers:

265,978.2
934,106.36
186,293.4
594,768.72

A. 1,981,146.68
B. 1,891,146.68
C. 1,981,416.86
D. 1,891,416.68

3. What is the sum of the following numbers:

329
2862
411

A. 3,602
B. 2,702
C. 3,703
D. 2,603

4. Merchandise purchased had the following trade discounts: $410.00, $63.00, and $82.50. What is the total trade discount?

A. $872.30
B. $555.50
C. $555.00
D. $473.00

5. What is the difference between the following numbers:

$1,677.13
989.75

A. $687.38
B. $697.48
C. $788.38
D. $798.48

6. What is the difference between the following numbers:

420.8
- 371.92

A. 48.78
B. 47.88
C. 47.08
D. 48.88

7. A customer has made three payments totaling $375 on the purchase of an item priced at $1,550. How much is still owed on the merchandise?

A. $1,157
B. $1,173
C. $1,175
D. $ 425

8. Find the difference in the following problem:

35,909
- 3,203

A. 31,705
B. 32,706
C. 38,012
D. 39,112

9. What is the product of the following multiplication problem:

$32.60
x 1.45

A. $34.05
B. $34.17
C. $47.25
D. $47.27

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10. Maureen is paid $3.75 per hour. If she works 3 hours on Monday, 4 on Wednesday, 2 on Friday, and 4 on Saturday, what is her salary for the week?

A. $41.25
B. $45.00
C. $48.75
D. $52.50

11. Joan is paid $4.25 per hour for her work as a cashier. What is her total salary for a week in which she worked 22 hours?

A. $90.00
B. $93.50
C. $99.00
D. $99.44

12. Multiply the following, rounding to two decimal places:

$398.95
.055

A. $219.42
B. $ 21.45
C. $ 21.94
D. $219.00

13. What is the quotient in the following division problem:

$828 divided by 18

A. $42.00
B. $44.00
C. $46.00
D. $48.00

14. Store A has spiral notebooks priced two for $5; Store B sells a package of three notebooks for $7.95; and Store C's notebooks are four to a package for $9.95. Which store has the lowest price per notebook?

A. All prices are the same.
B. Store A
C. Store B
D. Store C

15. John's grandfather has deposited a total of $5,000 in John's bank account for his college expenses. If these deposits were in equal amounts on each of John's 16 birthdays, how much was each deposit?

A. $302.25
B. $312.50
C. $313.50
D. $321.50

16. Management asks you to determine the amount of an average loan. You should calculate the average by

A. None of these answers is correct.
B. determining the most frequently requested loan amount.
C. dividing the total loan dollars by the number of loans.
D. ranking the loans by amount and discovering the middle number.

17. When two fractions have the same bottom number, they are said to share a(n)

A. numerator.
B. common denominator.
C. equivalent fraction.
D. All of these answers are correct.

18. Determine the quotient in the following division problem involving mixed numbers:

3 1/4 ÷ 1 1/2 =

A. 3
B. 3 1/12
C. 2 1/6
D. 2 1/8

19. Express 20% as a fraction in its lowest terms.

A. 1/5
B. 2/10
C. 2/5
D. 20/100

20. How many feet are there in 3 2/3 yards?

A. 12
B. 11
C. 10
D. 9

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21. You sold 82 items today: 16 blue, 26 red, 18 green, 14 black, and 8 yellow. What percent of the items sold were blue?

A. 13.12%
B. 19.52%
C. 19.51%
D. 20%

22. If 1/2 pound of peanuts costs $.79, 50% more peanuts would cost a total of

A. $ .79.
B. $1.19.
C. $ .40.
D. $1.58.

23. Your supermarket is discounting potato chips 10%. What price would you mark on a bag of chips which normally sells for $1.99?

A. $1.79
B. $1.80
C. $1.89
D. $1.90

24. A small company had gross sales of $135,500. Supply expenses amounted to 2 1/2% of gross sales. What was the dollar amount of their supply expense?

A. $338.75
B. $542.00
C. $3,387.50
D. $5,420.00

25. Equations tell us that two algebraic expressions are

A. incomplete.
B. unrelated.
C. equal.
D. unequal.

26. Identify the value of the variable in the following equation: 10 + x = 24

A. 14
B. 34
C. 1.4
D. 3.4

27. What is the correct solution for (-10) (3X) + 10X?

A. 20X
B. -20X
C. 3X
D. -40X

28. A customer's bill is $16.76, and the customer hands you $20.01. What is the correct change?

A. $3.25
B. $3.24
C. $3.26
D. $4.05

29. A customer purchases 3 items @ $.59 each and 3 items @ $4.99 each. Sales tax is 5.5%. The customer pays with a $20.00 bill. The change due the customer is

A. $3.26.
B. $3.16.
C. $2.44.
D. $2.34.

30. When counting change back to a customer from a cash register that does not compute change due the customer, you should

A. thank the customer.
B. count the coins first, then the bills.
C. count the bills first, then the coins.
D. count the change as fast as possible.

31. In which of the following compartments in the cash drawer should one-dollar bills be located:

A. Left rear
B. Left front
C. Right rear
D. Right front

32. How many coins are in a roll of nickels?

A. 30
B. 40
C. 50
D. 60

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33. If a customer deposits one roll of quarters, two rolls of dimes, one roll of nickels, and one roll of pennies, how much should his/her account be credited?

A. $15.00
B. $17.50
C. $22.50
D. $32.50

34. When an item is recorded on the cash register for more than it is priced, what has occurred?

A. Overring
B. Underring
C. Ring on the wrong department key
D. Void

35. Compare the actual prices and departments of merchandise purchased to those rung on the register to determine the type of error which occurred:

Merchandise	Register Tape
6.14 T	6.14 T
9.89 R	9.89 R
16.15 H	16.15 A
.49 Q	.49 Q

A. Overring
B. Underring
C. Ring on wrong department
D. No error has occurred.

36. Compare the actual prices of merchandise purchased to the amounts rung on the register to determine the type of error which occurred:

Merchandise	Register Tape
6.14 T	6.14 T
9.89 Q	9.89 Q
4.10 S	4.01 S
5.40 A	5.40 A

A. Overring
B. Underring
C. No error has occurred.
D. Ring on wrong department

37. When computing cash received for the day, you should first total all cash, checks, and charges, then

A. add paid-outs and/or refunds; obtain total cash for the day; subtract opening change fund.
B. subtract paid-outs and/or refunds; obtain total cash for the day; subtract opening change fund.
C. add paid-outs and/or refunds; add overrings; obtain cash received for the day; subtract opening change fund.
D. subtract paid-outs and/or refunds; obtain total cash received for the day; add opening change fund.

38. The following denominations of bills were in your cash drawer at the end of the day:

38 $ 1.00 bills
36 $ 5.00 bills
59 $10.00 bills
21 $20.00 bills

What is the total amount of bills in your cash drawer?

A. $1,228.00
B. $1,338.00
C. $1,828.00
D. $2,228.00

39. Individual department sales totals are $173.01, $1,417.63, $461.52, and $332.14. Total sales for the store are

A. $2,443.40.
B. $2,384.30.
C. $2,294.30.
D. $2,282.20.

40. Individual department sales totals are as follows: Department A, $27.12; Department B, $43.73; Department C, $103.02; Department D, $94.62; and Department E, $14.56. Excluding Department B, the sales for the store total

A. $239.32.
B. $243.05.
C. $283.05.
D. $293.05.

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41. On a sales tax computation chart, the sales tax rate is $.04 tax for sales in amounts from $1.00 to $1.28. What would be the sales tax for $1.30?

A. $.03
B. $.04
C. $.05
D. $.08

42. According to this chart, an item costing $32.50 will have a C.O.D. charge of

Amount To Be Collected	C.O.D. Fee
$ .01 to $ 10.00	$ .60
$ 10.01 to $ 25.00	$ .70
$ 25.01 to $ 50.00	$ .80
$ 50.01 to $100.00	$ .90
$100.00 to $200.00	$1.00

A. $.60.
B. $.70.
C. $.80.
D. $.90.

43. The customer's purchases totaled $63.49 before sales tax of $2.54 was added. What was the tax rate used in this sale?

A. 4%
B. 4 1/2%
C. 5%
D. 3%

44. A customer purchased an item for $579.95, plus 5% tax. The amount of tax to be charged on this item is

A. $28.99.
B. $29.00.
C. $579.95.
D. $608.95.

45. If the total sale is $118.19 and the amount tendered is $120.00, change due the customer is

A. $1.19.
B. $1.81.
C. $3.73.
D. $8.19.

46. The customer has purchased five items costing $1.19, $.59, $3.89, $.99, and $.79. The sales tax is 3%. What is the total amount the customer will have to pay?

A. $6.66
B. $7.53
C. $7.67
D. $8.68

47. A customer makes the following purchase in the toy department:

3 Trains @ $15.95 each
2 Trucks @ 3 for $5.70
2 Puzzles @ $6.99 each
3 Stuffed Animals @ 4 for $27.95

The sales tax rate is 7%. What is the total amount owed by the customer?

A. $60.06
B. $92.67
C. $93.20
D. $86.60

48. If cards are priced "3 for $3.95," what is the price of one card?

A. $1.31
B. $1.32
C. $1.33
D. $1.34

49. What is the amount of sales tax on a purchase of $42.95 if the sales tax rate is 7%?

A. $2.99
B. $3.00
C. $3.01
D. $3.02

50. If customers charge merchandise to their accounts and take the merchandise with them, the sale is called a

A. C.O.D.
B. carry-home.
C. charge-send.
D. charge-take.

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51. Susan Samuelson purchased two quarts of wood stain @ $3.50 each and five sheets of sandpaper @ $.17 each. Including sales tax of 4%, what was the total amount charged?

A. $8.17
B. $8.07
C. $7.12
D. $3.82

52. To determine if a charge card number is valid, you should

A. check the bad card list.
B. check the date on the card.
C. call for authorization of the purchase.
D. compare the signature on the charge plate to that on the charge sales check.

53. A customer is returning merchandise which was purchased six months ago with a three-month guarantee. Since the guarantee has expired, you should

A. make no adjustment.
B. exchange the product because it was guaranteed.
C. refund the full purchase price.
D. credit the customer's account for the purchase price.

54. On December 10, Harold Moore returns a tool set which cost $89.98. The sales receipt, dated December 8, indicates the purchase was a cash sale. He wants to trade the tools for tools which cost $80.00. Store policy requires presentation of a sales receipt and return of merchandise within ten days. Should the customer be allowed to return the merchandise?

A. Yes, the customer followed store policies.
B. No, the customer returned damaged merchandise.
C. No, the customer did not present a sales receipt.
D. Yes, the customer is entitled to a gift certificate.

55. When businesses exchange or replace merchandise with other merchandise, a(n) __________ occurs.

A. credit refund
B. even exchange
C. uneven exchange
D. merchandise exchange

56. A type of sale in which a customer pays for merchandise when it is delivered, rather than when it is purchased, defines a __________ sale.

A. COD
B. cash
C. credit
D. layaway

57. What calculations are performed to determine the balance due in a layaway sale?

A. All of these answers are correct.
B. Extensions are added to obtain the subtotal.
C. Subtotal is multiplied by the sales tax rate.
D. Total sale is multiplied by the percentage of down payment.

58. A layaway differs from a credit plan in what way?

A. A deposit is required for goods purchased on credit.
B. Collateral is required for merchandise purchased on layaway.
C. Layaway remain in the store until all payments are made.
D. Credit plan purchases remain in the store until all payments are made.

59. According to a Monthly Cash Record Summary, the amount received was $2,985.05 and payments made were $2,676.20. The amount of money spent on food was $650.10. To the nearest whole percent, what percent of the total payments was spent on food?

A. 24%
B. 12%
C. 22%
D. 25%

60. On April 5, 1985, the following bank deposit was made: Currency--$16.00; Coins--$5.47; Checks--$6.14, $8.29, $12.56. What is the total deposit?

A. $48.46
B. $49.64
C. $53.46
D. $42.99

61. Determine the total bank deposit from the information given in the following daily cash received record:

1. Register Reading Closing	$29,974.73
2. Register Reading Opening	28,769.30
3. Difference	
4. Refunds	7.93
5. Net Cash Sales	
6. Accounts Received	273.97
7. Total Receipts	
8. Total Bank Deposit	

A. $ 923.53
B. $1,197.50
C. $1,205.43
D. $1,471.47

62. A business' gross sales for the month were $5,250. For the same time period, customer returns were $300 and customer allowances were $25. The net sales for this month were

A. $4,250.
B. $4,925.
C. $5,525.
D. $5,575.

63. From the following information, calculate net sales.

Gross Sales	$1,359.00
Expenses	$ 361.00
Returns	$ 107.00
Allowances	$ 39.00
Cost of Merchandise Sold	$ 861.00

A. $1,106.00
B. $1,213.00
C. $498.00
D. $852.00

64. During the last month, a shop had gross sales of $3,750. If merchandise amounting to $365 was returned, what were the net sales for the month?

A. $3,285
B. $3,385
C. $3,395
D. $4,115

65. A store had gross sales of $1,225 during a six-month period. Six items were returned for a total of $225. $10 each was allowed on 12 other items. The store's net sales for the period were

A. $880.
B. $990.
C. $1,000.
D. $ 870.

66. The profit and loss statement shows the _________ of a business.

A. total income
B. total expenses
C. profit or loss
D. All of these answers are correct.

67. If net profit is $8,900, expenses are $21,000, and cost of goods sold is $42,000 for a given period, what would be the amount of the sales?

A. $71,900
B. $63,000
C. $50,900
D. $29,900

68. Calculate a firm's net profit or loss, given the following information: Expenses $5,000; Cost of Goods Sold $22,000; Sales $40,000.

A. $23,000
B. $18,000
C. $17,000
D. $13,000

69. If a store operates on a 30% margin and has sales of $25,000 with expenses of $6,500, what is the amount of their profit?

A. $ 1,000
B. $10,000
C. $11,000
D. $14,000

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70. A manufacturer sells an item for $21.95. If the operating expenses associated with the item were $1.40, and the manufacturer earns a profit of $2.50, what did it cost?

A. $17.05
B. $18.05
C. $19.45
D. $25.85

71. If the goal of a business is to sell a large volume of products, it is very likely that its prices will be

A. extremely high.
B. lower than the competition.
C. higher than the competition.
D. high for the majority of products.

72. A discount granted for purchasing goods well ahead of the time to sell them is a _________ discount.

A. cash
B. trade
C. quantity
D. seasonal

73. The retail price of an item is affected by the

A. competition.
B. overhead expenses.
C. All of these answers are correct.
D. cost of merchandise.

74. A DECA chapter plans to sell school shirts which cost $36.00 per dozen. There is also a $20.00 fee for the art imprint, and $9.00 per dozen is the shipping and handling charge. The club will sell the shirts for $7.00 each. If twelve dozen are ordered, how many shirts must the club sell to break even?

A. 60
B. 80
C. 96
D. 100

75. The point at which the money earned from sales of a product or service equals the total costs involved to produce and market the product/service is called _________ point.

A. price
B. break-even
C. markup
D. target return

76. Calculate the break-even point in units for a business given the following:

Total fixed costs = $35,000; Selling price = $15; Unit cost = $10

A. 1,400
B. 7,000
C. 7,500
D. 8,000

77. A store wants to buy products to sell in a $595.00 price line. How much can be paid for the products and still maintain a 42% markup or gross profit based on cost?

A. $249.90
B. $345.10
C. $429.95
D. $570.01

78. Which of the following price lines would a product costing the retailer $15.00 fit into if the retailer wants to maintain a 35% markup:

Price Line No. 1 . . . $16.99 - $18.99
Price Line No. 2 . . . $22.99 - $25.99
Price Line No. 3 . . . $35.99 - $37.99
Price Line No. 4 . . . $41.99 - $44.99

A. Price Line No. 1
B. Price Line No. 2
C. Price Line No. 3
D. Price Line No. 4

79. Determine the retail price of an item using the cost method and the following information:

Cost of merchandise - $80.00; Percent of markup - 50%

A. $ 40.00
B. $120.00
C. $126.00
D. $160.00

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80. In the interest of satisfying the customer, some stores make an adjustment on damaged or faulty merchandise, even when the store is not at fault. This is called a

A. sales promotion.
B. All of these answers are correct.
C. price guarantee.
D. policy adjustment.

81. In an attempt to price competitively, a business decides to reduce the price of an item by 20%. The original price was $3.50. The new price would be

A. $2.50.
B. $2.75.
C. $2.80.
D. $3.00.

82. A unit of merchandise is marked $1.95. What would be the new price if the item was marked up 20%?

A. $1.56
B. $1.99
C. $2.15
D. $2.34

83. A discount given for advertising a vendor's product is known as a ________ discount.

A. promotional
B. trade
C. cash
D. seasonal

84. An item lists at $850 and is subject to discounts of 20%, 15%, and 10%. What is the amount of the third discount?

A. $57.80
B. $85.00
C. $102.00
D. $170.00

85. Determine the amount of the trade discount for the following purchase:

Quantity	List Price	Trade Discount
20	$12.50	40%

A. $40.00
B. $80.00
C. $100.00
D. $150.00

86. Based on the following information, determine which vendor provides the best price on a $550 purchase with transportation charges of $37.

A. Vendor Y offers no cash discount but does pay transportation costs.
B. Vendor Z offers a 5% cash discount but does not pay transportation costs.
C. Vendor V offers a 6% cash discount but does not pay transportation costs.
D. Vendor Q offers a 2% cash discount and pays transportation costs.

87. If a business purchases an item for $75.00 with a trade discount of 20% and full freight allowance, the item will cost the business

A. Cannot be determined
B. $60.00.
C. $65.00.
D. $70.00.

88. A reduction in price to persuade a buyer to pay in cash rather than use credit is called a ________ discount.

A. cash
B. trade
C. quantity
D. seasonal

89. When a merchant has a stock turnover which is too low and increased expenses, this results in

A. low sales.
B. high sales.
C. low profits.
D. high profits.

90. The relationship of the retail stock at either the beginning or end of the month to sales for that month is known as the

A. B.O.M.
B. E.O.M.
C. stock portfolio.
D. stock-sales ratio.

91. A business is using the stock-sales ratio to calculate monthly stock levels. In months of low sales, the actual stock sales ratio should be __________ ratios.

A. the same as last year's
B. the same as the calculated
C. lower than the calculated
D. higher than the calculated

92. Planned reductions are a decline in inventory values resulting from all retailing activities except

A. sales.
B. markdowns.
C. depreciation.
D. employee discounts.

93. A 15% markdown on an item regularly priced at $29.99 would mean a reduced selling price of

A. $24.59.
B. $25.04.
C. $25.49.
D. $ 4.50.

94. To determine the markdown percentage, given the dollar markdown and total sales, which of the following procedures should be used:

A. Divide dollar markdown by total sales.
B. Multiply total sales by dollar markdown.
C. Divide total sales by dollar markdown.
D. Subtract dollar markdown from total sales.

95. Planned sales for February are $7,700; planned retail stock on February 1 is $13,000; and planned retail stock on March 1 is $16,500. What are planned purchases for the month?

A. $ 3,500
B. $11,200
C. $13,000
D. $16,500

96. From the following information, determine open-to-buy:

Operating expenses $7,000
Rent $2,000
Merchandise on order $6,000
Estimated sales $18,000
Estimated beginning of month inventory $12,000
Estimated end of month inventory $13,000
Markdowns $2,500

A. $ 6,500
B. $15,500
C. $17,500
D. $18,000

97. Calculate open-to-buy at retail from the following information:

End-of-month planned retail stock	$28,000
Planned sales for the month	$15,000
Stock on hand at retail	$30,000
Planned purchases at retail	$13,000
Commitments at retail for current delivery	$ 5,000

A. $ 8,000
B. $10,000
C. $38,000
D. $18,000

98. A store purchased items for $55 each. Operating expenses are $9, and the store desires a profit of $14 on each sale. The gross margin on each sale is

A. $23.
B. $29.
C. $60.
D. $78.

99. You have just purchased sewing machines at $145 each, operating expenses are $25 each, and you want a profit of $45 on each sale. What should be the selling price of each sewing machine?

A. $250
B. $215
C. $190
D. $170

100. What is a possible result for a business if its gross margin is too high?

A. Sales will increase.
B. Customers will shop in other stores.
C. The rate of stock turnover will increase.
D. The number of repeat customers will increase.

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RESTAURANT MARKETING
FULL SERVICE
MATH-89

COMPETENCIES TO BE TESTED:

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematical problems involving percentages

Solve first-degree algebraic equations

Make change

Inspect for counterfeit currency

Prepare cash drawers/banks

Close out register/terminal

Verify/record cash

Calculate tax, discounts, and miscellaneous charges for purchases

Complete charge sale transactions

Accept customer/client checks

Complete sales checks

BRIEF DESCRIPTION OF THE EVENT:

This will be a written 50 question multiple choice test. Selected questions will be used to break ties, with time being used as a final tie breaker.

MATERIALS NEEDED:

Two No. 2 Pencils

Non-solar powered Calculator

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so. You will have 50 minutes to complete this event. Record all answers on the scan tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct. Use only a No. 2 pencil. To change answers, remember to thoroughly erase the old answer before entering the new one. If you have any questions raise your hand and the adult assistant will assist you. There is no talking during the test.

Student ID stickers are to be attached to the scan tron sheet as instructed by the adult assistant.

Return test booklet and scan tron sheet to the adult assistant when done.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same test period.

Certain questions will be used as a tie-breaker.

Each question is worth two points.

Ties will be broken using key questions and tie as the final tie-breaker.

Sales tax should be calculated at the rate for the State of Wisconsin (five percent) when indicated.

NOTE For Math Questions Only

- Round off answers 5 or above to the higher hundredth or cent. (Ex. $43.958 would be $43.96).
- Round off answers 4 or below to the lower hundredth or cent. (Ex. $123.564 would be $123.56).

RESTAURANT MARKETING
FULL SERVICE
MATH-89

CONTEST SHEET

1. What is the total dinner bill if individuals ordered entree's costing 7.89, 6.75, 13.20 and 8.65?

   a. $37.54 b. $37.45 c. $54.74 d. $36.49 e. None of these

2. If a fisherman's platter dinner is priced at $14.50 less a 20% discount, what is the reduced price?

   a. $14.21 b. $11.60 c. $2.90 d. $17.40 e. None of these

3. What is the State of Wisconsin sales tax on a check of $32.83?

   a. $1.31 b. $34.47 c. $0.16 d. $1.64 e. None of these

4. What is the amount due on a check of $48.70 with required 15% gratuities and state of Wisconsin tax?

   a. $58.81 b. $58.47 c. $58.45 d. $58.62 e. None of these

5. A bill for dinner totals $23.35, a senior citizen discount of 5% apples. What is the amount due before tax?

   a. $22.18 b. $11.68 c. $1.17 d. $11.67 e. None of these

6. The above patron wishes to leave a tip of 15% before discount. How much is the tip?

   a. .33 b. $25.51 c. $3.50 d. $3.33 e. None of these

7. Three guests wish to evenly divide a check of $28.86. How much would each pay?

   a. $4.81 b. $9.62 c. $8.88 d. $9.26 e. None of these

8. A check totaling $78.68 is paid for using a $40.00 gift certificate. What amount is due in cash?

   a. $110.68 b. $40.61 c. $38.68 d. $40.51 e. None of these

9. What is the total cost of four people eating at a $4.49 + tax buffet?

   a. $18.86 b. $18.85 c. $26.94 d. $18.68 e. None of these

10. A breakfast buffet charges $4.99 + tax per adult and children at .75¢ per year through age 6. What is the cost for three adults and three children ages 2, 5, and 8?

    a. $27.23 b. $29.94 c. $26.47 d. $25.21 e. None of these

11. The person who writes a check is called the

    a. payee b. executor c. drawer d. drawee e. None of these

12. How much change is due if a guest check totals $28.38 and the customer give you a $50 bill and three pennies?

    a. $21.62 b. $21.65 c. $21.63 d. $26.15 e. None of these

13. Which of the following conditions might be evidence of fraud on a personal check?

    a. the correct date b. odd spacing of figures e. None of these
    c. legible handwriting d. post dating

14. Employees of George's Steak House receive a 12% employee discount. What is the amount due including tax and a check of $41.75?

    a. $38.58 b. $38.61 c. $43.31 d. $36.74 e. None of these

15. What was the amount of discount in the above transaction?

    a. $2.13 b. $5.27 c. $5.01 d. $6.88 e. None of these

16. The most common bill counterfeited is a

    a. $1 b. $5 c. $10 d. $20 e. None of these

17. How many 8 ounce servings can a customer expect form a two quart pitcher of soda?

    a. 32 b. 16 c. 4 d. 8 e. None of these

18. If the portion of butter served per dinner roll is ¼ tablespoon, how many servings can be obtained from a cup of butter?

a. 4 b. 8 c. 12 d. 16 e. None of these

19. How may 4 oz. hamburgers can be made from 20 lbs. of meat assuming a 5% waste factor?

a. 64 b. 76 c. 80 d. 5 e. None of these

20. How many one-third pound haddock filets can be served from 50 lbs. of haddock?

a. 16.7 b. 200 c. 150 d. 10 e. None of these

21. How many teaspoons of cream can be obtained from a pint?

a. 96 b. 48 c. 144 d. 12 e. None of these

22. A customer's food bill totals 27.16 and their bar tab included 8 drinks @ $1.20. What was the customer's total including Wisconsin sales tax on the food?

a. $38.12 b. $36.76 c. $38.60 d. $29.78 e. None of these

23. The customer in the above problem is entitled to a 5% senior discount on his meals. What was the amount of discount?

a. $32.64 b. $1.36 c. $3.27 d. $1.43 e. None of these

24. When counting change back to a customer, you should –

a. thank the customer and place change on counter.
b. count the bills first and then the change.
c. count the coins first and then the bills.
d. count the change as rapidly as possible.
e. None of these

25. Your advertising rate for the local newspaper ad is $11.80 col. inch. What is the cost of a three column ad that is 6 inches deep?

a. $212.40 b. $35.40 c. $181.08 d. $70.80 e. None of these

26. Your restaurant charges an extra 5% for carryout orders. What is the total due including tax on an order of $17.73?

a. $26.60 b. $23.08 c. $19.50 d. $19.55 e. None of these

27. At the Adageo Restaurant, the waiters and waitresses average 11½% tips on total sales. Last evening total sales were $1,275.86. Assuming the tips were "on the average", what was the total amount of tips collected?

a. $14.67 b. $146.72 c. $1,422.58 d. $149.94 e. None of these

28. The four waiters/waitresses working from the above problem split all tips evenly. What amount would each take home?

a. $355.65 b. $37.49 c. $36.68 d. $312.81 e. None of these

29. The 4R Family Restaurant is offering a special! Buy one meal and the second meal is 40% off. (You pay for most expensive) A couple orders a steak @ $10.50 and roast duck at $14.25. What would the price of the two meals be before tax?

a. $9.90 b. $20.55 c. $14.85 d. $24.75 e. None of these

30. The waitresses at the 4R accounted for the following sales last night:

Sue	$465.82
Judy	$503.28
Corrinne	$381.08
Pat	$196.18

What was the average sale per waitress?

a. $386.60 b. $1,546.36 c. $386.59 d. $6,184.44 e. None of these

31. If Sue averaged tips of 9 3/8%, how much did she make last night?

a. $43.67 b. $436.94 c. $43.69 d. $43.68 e. None of these

32. Judy averaged 10 ¾% in tips and is paid $3.85 per hour. In her six hour shift, how much did she earn?

a. $23.10 b. $541.03 c. %54.10 d. $77.20 e. None of these

33. Corrinne average 9½% in tips. In her six hour shift, what did she average per hour in tips?

a. $217.22 b. $6.03 c. $36.20 d. $6.04 e. None of these

34. What was Pat's average in sales per hour during her five hour shift?

a. $39.23 b. $33.92 c. $39.24 d. $392.36 e. None of these

35. The total of cash, checks and credit in your register is $2,875.61. You had refunds of $18.08. Opening change fund is $50.00. What amount of cash did you receive for the day?

a. $2,857.53 b. $2,807.53 c. $2,825.61 d. $2,907.53 e. None of these

36. If the detail audit slip is less than the cash drawer, the cash is

a. over b. short c. voided d. proved e. None of these

37. Cash sales totaled $386.08 for the lunch period. Voids total $18.06. The opening fund is $100.00. The total amount of cash in the register should be?

a. $468.02 b. $486.08 c. $286.08 d. $368.02 e. None of these

38. What is the amount of cash in bank deposit given the following?

Register Opening $47,867.22
Refunds total $23.08
Register closing $51,377.07
Charges were $96.91

a. $3,436.82 b. $3,366.78 c. $3,389.86 d. $3,486.77 e. None of these

39. How many 6 oz. cups of coffee can be served from a 2.5 gallon can of coffee (assume a 3% loss from waste).

a. 57.2 b. 16 c. 53.3 d. 51.7 e. None of these

40. How much coffee was lost in question 39?

a. $9.60 b. 9.6 lb. c. .96 oz. d. 9 3/5 oz. e. None of these

Use for Problems 41-46

At the Fantasy Restaurant, tips are shared by the entire staff based upon the number of hours worked during the week.

Week February 15 to February 21

Total Tips $422.28

Name(s)	Hours Worked
Joan	30 hours
Al	20 hours
Bill	22 hours
Mike	35 hours
Judy	40 hours
Sue	32 hours
Jack	16 hours

41. What were the total payroll hours for the week?

a. 212 b. 195 c. 653.25 d. 179 e. None of these

42. If employees are paid a per hour rate of $2.90, what was payroll cost for the week?

a. $5,655.00 b. $56.50 c. $565.50 d. $665.50 e. None of these

43. What was the average per hour of Mike's tips?

a. $2.17 b. $52.19 c. $12.17 d. $76.01 e. None of these

44. Who averaged the largest per hour in tips?

a. Mike b. Judy c. Jack d. Bill e. None of these

45. What was the average of tips per hour?

a. $21.66 b. $2.17 c. $2.16 d. $52.79 e. None of these

46. If sales for the week were $4,932.17, what was the percentage of tips to sales for the week?

a. 8.5% b. 11.68% c. 8.6% d. 9.7% e. None of these

47. One a sale of \$7.62 a customer give you \$20.00. How may nickels should you give in change if the cashier gives back the fewest coins possible?

a. 1 b. 2 c. 0 d. 4 e. None of these

48. A customer's dinner order was \$18.88. Through suggestion selling you sell two slices of pie a la mode at \$1.35 each. Assume you receive 15% tip. How much additional would your tip be due to the suggestion selling?

a. \$3.24 b. \$2.83 c. .41¢ d. \$3.23 e. None of these

49. If a dinner check is to be charged to a major credit card, the sales tax is:

a. not calculated b. up to store policy c. eliminated
d. charted at state rate e. None of these

50. Which of the following is a bank card?

a. VISA b. American Express c. Carte Blanche
d. Discover e. None of these

ANSWER KEY

1.	d	26.	d
2.	b	27.	b
3.	d	28.	c
4.	c	29.	b
5.	a	30.	c
6.	c	31.	a
7.	b	32.	d
8.	c	33.	b
9.	a	34.	c
10.	c	35.	b
11.	c	36.	a
12.	b	37.	a
13.	b	38.	c
14.	a	39.	d
15.	c	40.	d
16.	d	41.	b
17.	d	42.	b
18.	d	43.	a
19.	b	44.	b
20.	c	45.	b
21.	a	46.	c
22.	a	47.	c
23.	b	48.	c
24.	c	49.	d
25.	a	50.	a

TIE-BREAKER

1.	39
2.	21
3.	46
4.	32
5.	Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their ID stickers on the scan tron sheet.

Have all students look through the test to be sure they:

- have all pages
- have no duplicate pages
- have no blank pages

Submit all scan tron sheets to the Series Director, they may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 50 minutes to complete this test.

Note the tie breaking procedure identified on the answer key. Record the time to complete the test on the scan tron sheet.

Recalculate all scores to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

IS VE 37★

COMPETENCIES TO BE TESTED:

Open the sales presentation
Determine the customer/client needs and buying motives
Involve customer/client in sale
Use company promotional material for selling information
Use feature/benefit selling
Handle customer/client objections
Maintain interest and enthusiasm
Handle customer/client complaints
Close the sale
Address people properly
Use suggestion selling
Maintain appropriate personal appearance
Observe company policies

BRIEF DESCRIPTION OF THE EVENT:

You'll be participate in a selling situation with a potential customer.

There will be a run-off for this event.

MATERIALS NEEDED:

None

STUDENT INSTRUCTION SHEET

You will have 15 minutes to prepare for this event and 10 minutes to present your sales situation.

Your I.D. sticker should be presented to the adult assistant during your prep time.

You may use only prepared information supplied to you during your prep time. You may not use any other notecards, charts, or other visual aids during your presentation.

You should initiate the presentation immediately upon approaching your customer (judge) and should end it by closing the sale.

You may bring the ad into the presentation.

CONTEST SHEET

Your store has always run ads with two featured products. The first product is a basic model (few features) with low price appeal to develop store traffic. The second is an excellent value because of its satisfying features at a great price.

A sales meeting was held prior to your shift. At that meeting your supervisor discussed the following:

1. The number of transactions per salesperson has been excellent.

2. The average dollar amount per sale ($339) for the store was way below the company average of ($469). The supervisor felt this was due to the lack of trading customers up to the second product in the ads, which has additional features and benefits.

The closing remarks were as follows:

"It is your job to accurately identify customer wants and needs and sell them the product which is the "true" value.

Your latest advertised item is a VCR for $319. At the same time, as a result of your earlier sales meeting, you are trying to trade up the customer to a model that sells for $429. You have been given a copy of the ad for reference purposes.

You should do a complete sales presentation with your customer/judge. All parts will be evaluated.

Your suggestive selling items include a case of tapes for $25.00 as well as an extended warranty program. This program consists of two years of full coverage for an additional $25 plus a free loaner during any repairs that take over two weeks to complete.

Your sales commission rate increases significantly for any individual sales over $400.

You should begin the presentation with an appropriate greeting to your customer.

JUDGE'S INSTRUCTION SHEET

You are assigned the role of a potential customer looking to purchase a VCR. You have reviewed the advertisement for a model on sale for $319. You have some general knowledge about features and benefits of the product. You have an initial price limit of $319 but could be persuaded to trade up to a more expensive model if convinced that the features are worth the additional expense. You are interested in multiple features, a remote, and warranty package. You should begin being price conscious but give positive reactions if additional features are presented accordingly. If the student demonstrates sound sales skills relative to trading up, then make the purchase and consider buying VCR blank tapes to make recordings. If they do not, then settle for the original purchase idea. The student may still suggest VCR tapes to be purchased or a maintenance program. Make the student close the sale, DO NOT close for them.

The student should begin with an appropriate approach. The presentation is scheduled to last no more than 10 minutes. The adult assistant will provide you with an ID sticker and evaluation for each participant.

Please ask this question and require answers from each student.

a) Why should I consider purchasing the more expensive model than I planned?

Prior to beginning your judging, the adult assistants will role play this situation. You may be asked to assist with this role play. Please discuss the case with other judges and please be consistent with each student.

At the conclusion of the event, take a moment with each student and give them one competency that was preformed well and one that needs improvement in the future.

Please keep your first three contestant evaluations. After completing your fourth evaluation, keep only your top score and turn the remaining evaluations to your adult assistant.

There will be a run off to this event.

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

GENERAL RETAILING
MASTER EMPLOYEE
SELLING/COMMUNICATIONS–89

EVALUATION SHEET

1. Opened the sales presentation.

0	1	2	3	4	5
None		Opening OK			Appropriate Opening

2. Determined customer/client needs and buying motives.

0	1	2	3	4	5
Poor Did not Ask Questions	Fair		Good		Excellent Asked Right Questions to Determine Needs and Wants

3. Involve customer/client in sale. Allowed the customer to participate in the presentation by asking questions and receiving feedback.

0	1	2	3	4	5
No questions Asked		One or Two Questions Asked			Several of the Right Questions Asked

4. Demonstrated sufficient product knowledge and related it to customer wants/needs.

0	1	2	3	4	5
Poor Did Not Relate	Fair		Good		Excellent Tie-In

5. Used company promotional material for selling information. Used the newspaper ad during the presentation.

0	2	4	6	8	10
Not At All		Somewhat			Used Effectively

6. Observed company policies as directed in sales meeting. Demonstrated a strong attempt to have the customer trade up to another model.

0	1	2	3	4	5
No Attempt to Trade-Up		Very Little	Good		Excellent Trade-Up Techniques

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

GENERAL RETAILING
MASTER EMPLOYEE
SELLING/COMMUNICATIONS–89

7. Handle customer/client objections. Clearly overcame the customer's objections.

0 None Did Not Effectively Overcome
2
Fair
4
6
Good
8
10 Effectively Answered All Objections

8. Maintain interest and enthusiasm. Displayed interest and enthusiasm towards the customer.

0 No Enthusiasm Toward Customer
2
Fair
4
6
Good
8
10 Enthusiastic Interest in Customer

9. Close the sale. Closed the sale using an appropriate method.

0 None Attempted
1
2
Somewhat
3
4
5 Excellent Closing

10. Address people properly. Thanked the customer and encouraged further patronage.

0 Poor
1
Fair
2
3
Good
4
5 Excellent

11. Use suggestion selling. Used suggestion selling in an appropriate manner and time—VCR tapes and/or maintenance agreement.

0 None
2
Mentioned
4
6
Sold One Type
8
10 Sold Both Effectively

12. Maintained appropriate personal appearance.

0 Poor
1
Fair
2
3
Good
4
5 Excellent

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RUN-OFF / STUDENT

Earlier today you made an attempt to trade up a customer. You are now in a second sales meeting and you have been asked to explain by your supervisor the value of trading up in a sales presentation. You should consider all points of view.

You will have five minutes of prep time and five minutes of presentation time. You may use note cards to assist you and should begin when you greet your sales force.

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RUN-OFF EVALUATION

To what degree did the student:

1. Identify how trading up benefits the general success of the business.

0 1 2 3 4 5 6 7 8 9 10

Poor Fair Good Superior

2. Identify how the customer can benefit from trading up to a high priced model.

0 1 2 3 4 5 6 7 8 9 10

Poor Fair Good Superior

3. Organized and enthusiastically presented ideas.

0 1 2 3 4 5 6 7 8 9 10

Poor Fair Good Superior

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED

Address people properly

Use proper grammar and vocabulary

Demonstrate orderly and systematic behavior

Select and use display fixtures

Select products for display

Maintain interest and enthusiasm

Plan and schedule displays/themes with management

Demonstrate appropriate creativity

BRIEF DESCRIPTION OF THE EVENT

You will role play an employee in a housewares/novelty store. Your store is located in a shopping center and has been in operation for 1½ years . Your supervisor has turned to you asking for ideas to increase sales and profits.

There will be a run-off of this event.

MATERIALS NEEDED

Pencil, ruler, notecards

STUDENT INSTRUCTION SHEET

You will be given 15 minutes to prepare for this oral presentation. You will have 10 minutes to present your ideas to your supervisor.

You should initiate the presentation by properly greeting your supervisor.

You may use your notecards and sketch during your presentation time. Upon completing your presentation, give your notecards and sketches to the adult assistants before you leave the area.

After your 15 minutes of prep are up, give your ID sticker to the adult assistant. They will give it to your judge for your evaluation sheet.

CONTEST SHEET

You have been an employee at Holiday Housewares for six months. Your supervisor has been very pleased with your work and, as a result, wants to put you in charge of the seasonal merchandise section of the store.

The seasonal department has no merchandise of its own. Each season the merchandise is pulled form what ever departments would be appropriate for the time of year. The list of departments and brief explanation are in store diagram provided.

The seasonAL department has four display fixtures that will fit in the space allotted. But you can only use one of them at a time. They are:

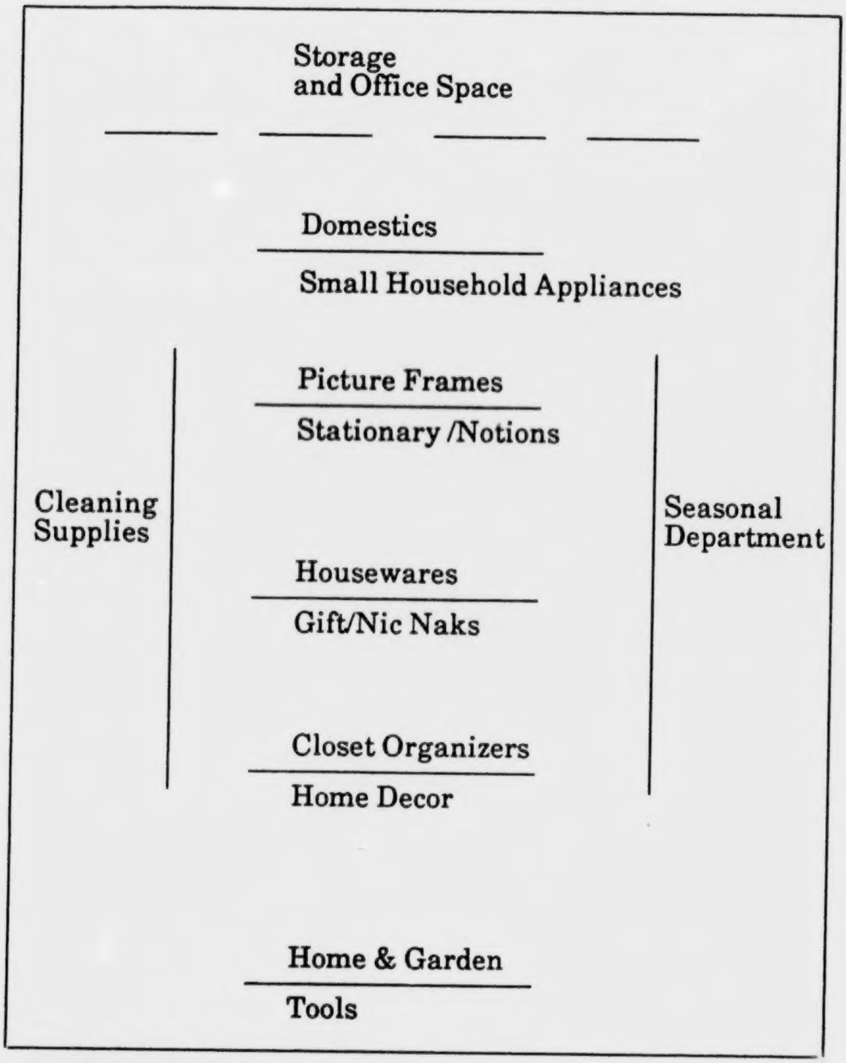
1. 6 foot, full view, shelved, glass display case.
2. 6 foot, double sided gondola
3. 6 foot section of wall mounted peg board.
4. Six foot mixed merchandise table (Dump Table)

You have been asked by your supervisor Mr./Ms. Harrison to prepare and present ideas for the seasonal department. The following ideas must be covered:

1. How many changes do you envision during the year? Give some type of time frame for changes. Include your rationale.
2. Select the display equipment to be used for each change, and rationale.
3. What departments will the merchandise be pulled from and example of the actual products.
4. Create theme for each of the department changes.

   Explain the thinking behind all decision being made.

   The presentation will begin with a proper greeting from you (the Employee) to your supervisor (judge) Mr./Ms. Harrison.


Storage
and Office Space
Domestics
Small Household Appliances
Picture Frames
Stationary /Notions
Cleaning Supplies
Seasonal Department
Housewares
Gift/Nic Naks
Closet Organizers
Home Decor
Home & Garden
Tools

Current
Store
Layout

Merchandise Key:

Housewartes: pots/pans, dishes/glasses tupperware.

Home Decor: lamps, ashtrays, jewelry boxes

Domestics: sheets, towels, pillows.

Tools: power and hand tools, assorted.

EVALUATION SHEET

ple Properly

ɔpened the presentation in a businesslike manner.

1 2 3 4 5

:losed the presentation in a businesslike manner.

1 2 3 4 5
Fair Good Excellent

rammar and Vocabulary

nt used proper grammar and vocabulary.

1 2 3 4
Fair Good Excellent

Ͻrderly and Systematic Behavior

ıt was organized throughout his/her presentation.

2 4 6 8 10 12
Fair Good Excellent

dule Displays/Themes with Management.
Display Fixtures.
s for Display.

ɔllowing topics covered and was the rationale given
e/sensible?

es (time frames)

ll 1 2 3 4 5 6 7 8
Somewhat Excellent

of display equipment

l 1 2 3 4 5 6 7 8
Somewhat Excellent

C. Department choices—merchandise examples

0 1 2 3 4 5 6 7 8
Not at all Somewhat Excellent

D. Created Themes

0 1 2 3 4 5 6 7 8
Not at all Somewhat Excellent

Demonstrated Appropriate Creativity

5. The student showed what amount of creativity in their decisions for these topics.

A. Changes (time frames)

0 1 2 3 4 5 6 7 8
Not at all Very Little Good Exceptional

B. Choice of display equipment

0 1 2 3 4 5 6 7 8
Not at all Very Little Good Exceptional

C. Department choices—merchandise examples

0 1 2 3 4 5 6 7 8
Not at all Very Little Good Exceptional

D. Created Themes

0 1 2 3 4 5 6 7 8
Not at all Very Little Good Exceptional

6. Maintain Interest and Enthusiasm

0 2 4 6 8 10
Not at all Somewhat Exceptional

Total Points ______________

JUDGE'S INSTRUCTION SHEET

You are role playing a supervisor's position of a store located in a shopping center. Your store has been in operation for a year and a half.You have an employee who has done a great job for you. You feel it is now time to give them more responsibility. You have given them the responsibility of developing a merchandise plan for the seasonal department. The seasonal department has no merchandise of its own. The merchandise is pulled from appropriate departments. In the student's presentation they will cover four areas of merchandising:

1. How many changes a year, what time frame used?
2. Select proper display equipment (see Contest Sheet for list).
3. What departments and merchandise will they pull from?
4. Create a theme for each time frame.

You will be evaluating the creativity of their ideas and the quality of the rationale.

Feel free to ask questions to clarify the students answers But do not ask them to cover one of the four areas if they did not mention it.

Please read the students Instruction Sheet, the Contest Sheet and Diagram of the Store.

This presentation is being done in your office and the student should begin and close the presentation. It is not to exceed 10 minutes. Your adult assistant will provide you with an evaluation sheet and a copy of the student's ID sticker.

At the conclusion of each presentation, please take a small amount of time to tell the student one competency performed well and one that may need some improvement. Do not give away correct answers that could be passed on to other students.

Please keep your first three evaluations, and after seeing your fourth student, keep only your top score. Give the others to your adult assistant as soon as you are finished.

The adult assistants will role play the situation prior to your meeting with students. This is critical to be consistent in the evaluation of each student. You may be asked to participate in this role play. Discuss with other judges indicators of correctly meeting each evaluation point on the form. Specific questions have been provided for you to ask each student. Please ask any additional questions for clarification, but also please be consistent with every student.

There will be a run-off in this event.

RUN-OFF PROCEDURES

You will have 5 minutes of prep and 5 minutes of presentation time.

Earlier today you were asked to prepare a seasonal display area within Holiday Housewares. You are now going to present what should be considered when selecting themes and compatible merchandise to create your seasonal display. Easter season will he approaching soon and you should prepare to present your ideas for the seasonal department.

You should begin the presentation when you greet your supervisor Mr./Ms. Harrison.

RUN-OFF EVALUATION

1. Was the student's rationale clear?

0	3	5
None	Somewhat	Very Good

2. Did their reasoning support their rationale?

0	3	5
None	Somewhat	Very Good

3. Were the student's thoughts organized?

0	1	2	3	4	5
Not at All			Somewhat		Excellent

Total _____

Total of 15 possible.

ADULT ASSISTANT SHEET

e that enough tables and chairs have been provided and arranged.

the preparation area and rearrange if necessary.

ich judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

e contest and role play the event before judges meet with the students.
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all score sheets to check for accuracy.

a panel of judges to participate in the run-off.

dents and judges as to when and where the run-offs will begin relative to
e first round of competition. Be sure the student brings the product with
the run-off event.

s in both the central lobby and somewhere in your area.

idges and do what you can to make the day enjoyable.

istants are to help with the completion of the entire series until/unless
nt instructions.

U FOR YOUR TIME AND EFFORTS!

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COMPETENCIES TO BE TESTED:

Maintain stock levels

Complete purchase orders

Determine selling price

Define common receiving terms/vocabulary

Check incoming stock

BRIEF DESCRIPTION OF THE EVENT:

A 50-question objective test using scantron answer sheets. Ties will be broken by the correct answers to pre-selected questions.

MATERIALS NEEDED:

Two № 2 pencils with erasers

GENERAL MERCHANDISE RETAILING
MASTER EMPLOYEE
BUYING & PRICING/
PHYSICAL DISTRIBUTION/89

STUDENT INSTRUCTION SHEET

You will be given 45 minutes to complete this contest. If you have questions consult only with the adult assistants in charge of the contest. All answers should be on the scantron and clearly marked. Make sure you erase cleanly from your answer sheet. Your appropriate ID sticker will be placed upon your scantron sheet. Good Luck!!

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO FROM THE ADULT ASSISTANT.

GENERAL MERCHANDISE RETAILING
MASTER EMPLOYEE
BUYING & PRICING/
PHYSICAL DISTRIBUTION/89

CONTEST SHEET

LE CHOICE: Identify the one best answer for each of the following statements.

lanning and procedures necessary to obtain goods and services for use in
isiness or for resale are known as, ________.

ling
rchasing
motion
k management
ne of the above

asing plays an important role in the smooth operation and success of a
ss by________.

ecasting sales
nning cash flow
gning products
viding a flow of goods
e of the above

of the following companies would be principally involved in industrial
sing?

ger
s
Motor Company
onald's
e of the above

s' and Wholesalers' primary purpose for purchasing is for ________.

n business
e
mption
rsion
of the above

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pany that ships merchandise to a destination is known as ________.

pper
rier
signee
er
e of the above

s the discount rate in $^4/_{10}$, $^N/_{90}$?

e of the above

n item is backordered it means________?

re from old stock
re discounted
ll be shipped upon arrival
ve been reordered more than once
of the above

ng clerks should inspect incoming shipments for________.

ges
ges
ges
he above
f the above

ns $^4/_{10}$, $^N/_{60}$, how many total days are there in which to pay the total

the above

ls are items for which there is a regular__________?

tor

he above

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11. Which is not a type of retail buyer's discount?

    a. manufacturer's discount
    b. cash discount
    c. seasonal discount
    d. trade discount
    e. none of the above

12. Cutting prices temporarily on a few well-known items that are purchased frequently, and designed to attract customers is known as _______?

    a. cut pricing
    b. bargain pricing
    c. price lining
    d. loss leader pricing
    e. none of the above

13. Receiving procedures include all but the following activity?

    a. ordering
    b. storing
    c. unpacking
    d. marking
    e. none of the above

14. Which of the following refers to shipping terms?

    a. EOM
    b. $^{4}/_{15}$, $^{N}/_{30}$
    c. FOB
    d. ROG
    e. none of the above

15. Goods and services sold by businesses and industries to individuals, manufacturers, or governments in other counties are known as _______?

    a. imports
    b. exports
    c. domestic trade
    d. international trade
    e. none of the above

16. Requiring customers to present proof of purchase with returns/exchanges is a good way to:

    a. encourage repeat business
    b. develop steady customers
    c. satisfy customers
    d. reduce returns
    e. none of the above

17. If an item has been priced at $9.95 per item, what pricing technique is being used?

    a. even pricing
    b. prestige pricing
    c. odd pricing
    d. sociological
    e. none of the above

18. If a store's total cost is equal to its total revenue, the firm is operating at:

    a. profit
    b. negative revenue
    c. pure profit
    d. break even point
    e. none of the above

19. If the seller owns the merchandise until it reaches the store and also pays all the transportation costs, the merchandise has been shipped FOB.

    a. factory
    b. destination
    c. shipping point
    d. factory
    e. none of the above

20. The checking method in which a list of the contents of a shipment is made on a blank invoice form is called a ________ check.

    a. Bulk
    b. Direct
    c. Blind
    d. Spot
    e. None of the above

21. A receiving clerk urged to be quick and accurate will heck boxes of pencils stamped 4 gross on the outside by using what method check?

    a. Spot
    b. Blind
    c. Direct
    d. Bulk
    e. None of the above

22. When the buyer of the goods agrees to pay transportation costs, the goods are shipped FOB?

    a. factory
    b. shipping
    c. destination
    d. freight prepaid
    e. none of the above

23. Which of the following is an example of durable goods?

    a. pencils
    b. shipping
    c. refrigerators
    d. cupcakes
    e. none of the above

24. Which is not likely to be a part of a buying plan?

    a. Sales
    b. Salaries
    c. Purchases
    d. Stock
    e. None of the above

25. Planned reductions are a decline in inventory values resulting from all retail activities except?

    a. sales
    b. markdowns
    c. depreciation
    d. employee discounts
    e. none of the above

26. If the wrong goods are received, the receiving clerk should return the merchandise to the ________?

    a. consignee
    b. buyer
    c. vendor
    d. carrier
    e. none of the above

27. The process of storing, moving, and handling goods from producer to retailer or wholesaler is known as:

    a. channeling
    b. merchandising
    c. marketing
    d. physical distribution
    e. none of the above

28. A form that a buyer uses to purchase merchandise as well as stating prices, shipping and billing terms is referred to as:

    a. invoice
    b. Purchase order
    c. vendor
    d. bill of lading
    e. none of the above

29. A ________ shows how much merchandise is available and when it should be reordered.

    a. invoice
    b. inventory
    c. purchase order
    d. vendor
    e. none of the above

30. A place where buyers can go to compare merchandise and services provided to the retail store is known as:

    a. retail store
    b. vendor's theater
    c. trade show
    d. retail merchants
    e. none of the above

31. The amount that a retail store pays for a product is known as:

    a. wholesale
    b. invoice
    c. cost
    d. retail
    e. none of the above

32. The rotation of stock from back to front is referred to as:

    a. ROG
    b. FIFO
    c. FOB
    d. EOM
    e. None of the above

33. Inventory that is based upon records rather than counts is known as:

    a. physical
    b. wholesale
    c. cost
    d. perpetual
    e. none of the above

34. Prices that end in even amounts, and usually suggesting high quality merchandise is called:

    a. Price lining
    b. Odd pricing
    c. Even pricing
    d. Price leading
    e. None of the above

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41. Special types of agents who concentrate on selling a particular commodity are known as:

    a. wholesaler
    b. retailer
    c. brokers
    d. rack jobber
    e. none of the above

42. _______ sell a wide range of small items at low prices.

    a. Discount stores
    b. Department stores
    c. Variety stores
    d. Specialty stores
    e. None of the above

43. LL Bean, Land's End, and Banana Republic are examples of:

    a. catalog showrooms
    b. mail order firms
    c. warehouse clubs
    d. convenience stores
    e. none of the above

44. _______ sell only the goods of the manufacture who owns the store, allowing the producer to sell off excess inventory.

    a. Factory outlets
    b. Specialty stores
    c. Warehouse clubs
    d. Variety stores
    e. None of the above

45. A store that carries a limited line of products, but an extensive selection within each line and offers a personalized service is referred to as:

    a. factory outlet
    b. variety store
    c. supermarket
    d. specialty store
    e. none of the above

46. As a form of ground transportation, trucks have what characteristics?

    a. Carry all types of cargo.
    b. Offer door to door delivery.
    c. Fastest form of transportation.
    d. Cheapest form of transportation.
    e. None of the above

47. Middlemen simplify the transactions between consumer and producer. Which utilities do middlemen help create?

    a. place, time, and form
    b. place, ownership and form
    c. place, time and ownership
    d. time, ownership and form
    e. none of the above

48. The most direct way to market a consumer goods product is:

    a. Producer to wholesaler to retailer to consumer.
    b. Producer to retailer to consumer.
    c. Producer to agent to wholesaler to retailer to consumer.
    d. All of the above are correct.
    e. None of the above.

49. Some distributors never own the merchandise they sell. These distributors belong to the class of:

    a. retailers
    b. rack jobbers
    c. brokers/agents
    d. none of the above

50. The physical distribution activity of order processing includes:

    a. recording the sale
    b. checking all the customer's credits
    c. adjusting inventory records
    d. all of the above
    e. none of the above

ANSWER KEY

1. b
2. d
3. c
4. b
5. b
6. c
7. c
8. d
9. b
10. d
11. a
12. d
13. a
14. c
15. b
16. d
17. c
18. d
19. b
20. b
21. d
22. a
23. c
24. b
25. a
26. c
27. d
28. b
29. b
30. c
31. c
32. b
33. d
34. c
35. a
36. b
37. c
38. a
39. b
40. d
41. c
42. c
43. b
44. a
45. d
46. b
47. c
48. a
49. c
50. d

TIE BREAKERS

1. 7
2. 26
3. 38
4. 42
5. 50

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the answer sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

If the test is timed, record the number of minutes needed to complete the event on the answer sheet.

Announce the time remaining every 15 minutes and 5 minutes before the end of the test.

All student testing materials are to be collected before they leave.

Submit all graded answer sheets or evaluation sheets to the Series Director.

Recalculate all score sheets to check for accuracy.

Note the tie breaking procedure identified at the bottom of the answer key.

COMPETENCIES TO BE TESTED:

Select merchandise for promotion

Coordinate promotional activities

Analyze demographic data

Plan theme for promotion

Use creativity in preparing promotion

BRIEF DESCRIPTION OF THE EVENT:

The student will be role-playing an assistant manager presenting a new promotional plan to the store manager.

There will be run-offs for this event.

MATERIALS NEEDED:

Pencil

Pen

Note Cards

Poster Board

GENERAL MERCHANDISE RETAILING
SUPERVISORY LEVEL
PROMOTION-89

CONTEST SHEET

You are to role-play the assistant store manager of Bullseye, a discount department store. Your manager has asked that you present to him/her a promotion for the month of May. You are to choose from any of the departments listed below:

Lawn and Garden
Domestics
Crafts
Appliances
Home Furnishings
Hardware
Paint
Health and Beauty
Stationery and Office Supplies

Explain the following in your presentation:

- The Target Market you wish to reach
- A Theme for your Promotion
- Merchandise Selected for the Promotion

You are to be as creative as possible with your ideas. At this point you do not need to be concerned with budget or costs. You are to prepare your thoughts on note cards which can be used during your presentation. You are to initiate the conversation with the manager by introducing yourself and greeting the manager in a business-like manner. Recently Bullseye conducted a Demographic study of their customers. You may use the information below to help you plan your campaign.

Bullseye Discount Department Store

POPULATION OF CITY: 80,000

DEMOGRAPHICS:

MALE: 44%

FEMALE: 56%

AGE

18-24	24%
25-34	32%
35-44	17%
45-54	10%
55-64	11%
65 +	6%

OWN HOME: 62%

RENT: 37%

EDUCATION

Graduated College	28%
1-3 Years College	27%
Graduated High School	41%
Did not graduate High School	4%

INCOME

50,000 +	9%
35,000 +	28%
25,000 +	32%
20,000-24,999	18%
10,000-19,999	8%
less than 10,000	5%

STUDENT INSTRUCTION SHEET

Report to designated area at scheduled time.

You will have 20 minutes to prepare for this event.

You will have 10 minutes to present your campaign.

There will be a judge role-playing the part of store manager.

Give your I.D. sticker to the adult assistant who will give it to the business person evaluating you.

Return all event materials to the adult assistant after participating in the event.

You may use note cards and poster board during your presentation.

This event will have run-offs. Keep checking the run-off board.

If you have any questions ask the adult assistant.

GENERAL MERCHANDISE RETAILING
SUPERVISORY LEVEL
PROMOTION-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

SELECT MERCHANDISE FOR PROMOTION:

1. Select merchandise suitable for the department or departments chosen.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good				Excellent	

2. Select merchandise suitable for the theme.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good				Excellent	

COORDINATE PROMOTIONAL ACTIVITIES:

3. Present realistic ideas for a discount department store.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good				Excellent	

ANALYZE DEMOGRAPHIC DATA:

4. Analyze demographic data to center on a target market.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good				Excellent	

PLAN THEME FOR PROMOTION:

5. Choose a creative, original, and appropriate theme.

0	1	2	3	4	5	6	7	8	9	10
Poor, No theme					Good				Excellent	

6. Develop a theme that is suitable for the department/departments.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good				Very Suitable	

-over-

EVALUATION SHEET (continued)

USE CREATIVITY IN PREPARING PROMOTION:

7. Used creativity and imagination in developing and presenting the promotional plan.

0	1	2	3	4	5	6	7	8	9	10
Poor								Average		
11	12	13	14	15	16	17	18	19	20	
Good								Very Creative & Imaginative		

How well did the participant effectively:

8. Use an effective approach to open the presentation.

0	1	2	3	4	5
Poor		Average			Good

9. Have a neat and appropriate appearance.

0	1	2	3	4	5
NO					YES

10. Answer the judge's questions and concerns fully.

0	1	2	3	4	5
Poor		Good			Excellent

11. Present the promotion with confidence and enthusiasm.

0	1	2	3	4	5
Poor		Good			Excellent

STUDENT I.D. NUMBER

GENERAL MERCHANDISE RETAILING
SUPERVISORY LEVEL
PROMOTION-89

RUN-OFF / EVALUATION SHEET

To what degree did the student effectively:

1. Identify the problem and present it to the store manager.

0	1	2	3	4	5
Poor					Excellent

2. Present a possible solution/solutions to overcome the problem.

0	1	2	3	4	5
Poor					Excellent

3. Use creativity in solving the problem at hand.

0	1	2	3	4	5
Poor					Excellent

4. Display confidence in the solution they were presenting.

0	1	2	3	4	5
Poor					Excellent

Total Points

NOTE: The judges may add additional criteria to the evaluation sheet as they deem appropriate.

RUN-OFFS

The store manager accepted your promotion campaign as you had presented it. It is now two months later and just days before the promotion is to begin. You have been informed by the merchandise manager that the merchandise scheduled for this promotion has not and will not arrive in time for the promotion.

You are to come up with a possible solution to present to the store manager. It is not a policy of the store to present a raincheck. You should approach the manager, identify the problem, and present your solution/solutions.

You will have 10 minutes to prepare and up to 5 minutes to present your solutions.

JUDGE'S INSTRUCTION SHEET

The student (playing the role of assistant store manager) will be given 10 minutes to present their one-month promotional plans to you, the store manager.

Review all contest materials—student instructions, contest sheet, and evaluation.

The judges should interact with the students presentation. They should remain consistent with all students (ask similar questions, make similar comments, etc.).

The adult assistant will hand you their evaluation sheet with an I.D. sticker before you meet the student.

The student should initiate the conversation as he/she approaches you by introducing himself/herself in a businesslike manner.

The judges should role-play the situation ahead of time to get a feel for it.

At the conclusion of the event, the judge should tell the student at least one area they performed well in and one area that needs improvement.

The judges should keep the first three student evaluations. After the fourth, keep only the top one or two scores and submit all others to the adult assistant.

At the conclusion, each judge will enter their top participant in run-offs.

The judges, as a panel, will choose the activity or questions to be used in run-offs.

Questions for students:

1. How did you select the merchandise you chose to promote?
2. How does the theme tie into the promotion?
3. What demographics related to the promotion?

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and have the judges role-play the event before they meet with the students.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to an evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

COMPETENCIES TO BE TESTED:

Determine hiring needs.

Explain techniques for recruiting new employees.

Select new employees.

Explain the nature of employee training/human resource development.

Explain the nature of effective communications.

BRIEF DESCRIPTION OF THE EVENT:

You will assume the role of an assistant manager for Bev's Cards & Gifts. You will be given a case problem to read and then prepare an oral presentation.

There will be run-offs in this event.

MATERIALS NEEDED:

Notecards or paper

Pens/pencils

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 10 minutes to complete the role-playing situation with the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. After the event, give all written notes to the adult assistant before leaving the area.

You should initiate the conversation with the judge as soon as you approach them.

Remember. . .you are the assistant manager of Bev's Cards & Gifts and you will be speaking to your manager and boss.

CONTEST SHEET

You are employed as the assistant manager of a local family owned card and gift shop that has been in operation for 25 years. Your business has been prospering, increasing last year at the rate of 5% over the previous year. You are meeting with your manager to discuss the future of the business and recent problems.

Even though your business is growing and you have job openings, you have been receiving fewer and fewer applicants for employment. The quality of the applicants has also declined. Your staff turnover has also increased significantly during the past 6 months. It seems the young people are leaving for alternate jobs in area malls.

The owner has given you the responsibility of determining the problem and developing a possible solution. You have together identified the following:

A. There are fewer people under the age of 18 in your employment area.

B. The population over the age of 60 is increasing the fastest of all population groups.

C. Your industry has lost its attractive appeal in terms of a pleasant place to work.

D. You have a substantial investment in training of new employees, thus you need to retain employees once hired and trained.

You are to develop a plan to address the problem described. In doing so, identify:

- the target market or markets that you could recruit from
- the most appropriate channel or strategy to reach that market
- methods of retaining present employees
- present compensation methods as they relate to selection, retention and productivity.

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of the manager of Bev's Cards & Gifts.

The student who will approach you is your assistant manager. You have assigned them to solve your business problem of frequent employee turnover, and recruitment problems. (See student instructions).

The assistant manager will have 10 minutes to make the presentation to you. The event assistant will provide you with a contest evaluation form which has the student I.D. sticker on it. When the student comes in they are to initiate the conversation.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE PLAY. Discuss with the other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask additional questions for clarification but all students must be treated the same.

The event will begin when the Assistant Manager (student) greets you as the Manager.

EVALUATION SHEET

Determine hiring needs.

1. Student defined an appropriate target market(s)?

1	2	3	4	5	6	7	8	9	10
Did not				Somewhat				Very Appropriate	

2. Student logically justified target market choice?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Justified

Explain techniques for recruiting new employees.

3. Student choose appropriate communication channel to reach market?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Good Channel

4. Student demonstrated creativity in developing recruiting technique?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
No						Somewhat					Creative			

Select new employees.

5. Student demonstrated knowledge of the relationship between compensation and hiring practices.?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Yes

Explain the nature of employee training/human resource development.

6. Student correlated training as it relates to employee retention.?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Yes

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

GENERAL MERCHANDISE
RETAILING
SUPERVISORY LEVEL
MANAGEMENT/SUPERVISON

EVALUATION SHEET CONTINUED

7. Student related the importance of employee training, job satisfaction, and productivity?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Yes

8. Student relays the importance of positive business image in both attraction and retention of employees?

1	2	3	4	5	6	7	8	9	10
No				Somewhat					Yes

9. Student demonstrated appropriate industry knowledge and career awareness as it relates to general merchandise?

1	2	3	4	5	6	7	8	9	10
No				Some					Good Knowledge

10. Student demonstrated professionalism and organization in their presentation?

1	2	3	4	5
No		Some		Yes

____________ Judges I.D.

____________ Total Points

JUDGE'S QUESTIONS

There will be run-offs for this event from each judges group.

*Below are a few questions you are to use as the student makes their presentation.

1. Why have you decided on this target market?
2. What do you see as being wrong with this industry that we can't keep any long term employees?
3. How are you going to communicate to the target market—reach them?
4. Explain the nature of employee training/human resource development.

Other questions may be presented and agreed upon by other judges in this orientation session.

*All will use the same questions for continuity.

RUN-OFF / STUDENT

You have identified several possible solutions to the problem.

In meeting with your management, you have together decided to first aim your efforts at the 25-40 years female market.

How will you most effectively reach and retain this market?

You will have 5 minutes to prepare your response.

You will begin your response after the judge asks you the question.

GENERAL MERCHANDISE
RETAILING
SUPERVISORY LEVEL
MANAGEMENT/SUPERVISION

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

1. How could we best reach and retain the 25-40 female market?

Each judge will evaluate each student independently. An evaluation sheet must be provided on evaluation sheet. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

RUN-OFF / EVALUATION

1. Did the student present a realistic and effective answer to the questions?

0	1	2	3	4	5	6	7	8	9	10
No			Weak		Average			Very Good	Excellent	

2. Did the student justify the method's used to reach the target market?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Weak Justification		Some Justification			Good Justification	Excellent	

3. Did the student demonstrate appropriate knowledge and professionalism in their presentation?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Weak		Average			Good	Excellent	

____

Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area. All students are to show at the same time for run-offs to protect contest information.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

GENERAL MERCHANDISING
SUPERVISORY LEVEL
BUYING & PRICING

COMPETENCIES TO BE TESTED

Calculate Net Sales

Calculate Gross Margin

Calculate Stock Turnover

Calculate Average Markups

Maintain Sales Records

Determine Value of Inventory

Maintain Unit Inventory Control System

Calculate Stock-Sales Ratio

Determine Open-to-Buy

Maintain Model Stock Plan

Complete Purchase Orders

Determine Selling Price

Determine Price Changes

BRIEF DESCRIPTION OF THE EVENT

The student will take a 50 question multiple choice test. Ties will be broken by correct answers to preselected questions, with time being used as a final tie breaker.

MATERIALS NEEDED

Two #2 pencils
Calculator
Scrap paper

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Submit all Scan-Tron sheets to the series director. They may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 70 minutes (1 hour 10 minutes) to complete this test.

Note the tie-breaking procedure identified on the answer key. Record the time needed to complete the test on the Scan-Tron sheet.

Recalculate all score sheets to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

GENERAL MERCHANDISING
SUPERVISORY LEVEL
BUYING & PRICING

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so. You will have 70 minutes (1 hour 10 minutes) to complete this event.

Record all answers on the Scan-Tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct. Use only a № 2 pencil.

To change answers, remember to thoroughly erase the old answer before entering the new one.

If you have any questions, raise your hand and the adult assistant will assist you.

There is to be no talking during this event.

Return test booklet and Scan-Tron sheet to the adult assistant when done.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same test period.

*Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123.56.)

Certain questions will be used as a tie breaker.

Each question is worth two points.

1. The subtotal is $17.25 and tax is 5%, what is the total due:

   A. $18.11
   B. $17.46
   C. $17.51
   D. $18.38
   E. None of the above

Problems 2-5 all relate to the following information: An item of merchandise costs $60.00 and was marked up $20.00 to sell in the store at $80.00 which was later reduced to $75.00.

2. The initial markup was:

   A. $20.00
   B. $80.00
   C. $100.00
   D. $90.00
   E. None of the above

3. The original retail was:

   A. $20.00
   B. $90.00
   C. $80.00
   D. $100.00
   E. None of the above

4. The maintained markup was:

   A. $15.00
   B. $60.00
   C. $20.00
   D. $80.00
   E. None of the above

5. The markdown was:

   A. $25.00
   B. $5.00
   C. $15.00
   D. $10.00
   E. None of the above

6. 11% commission of $3,650:

   A. $419.32
   B. $411.50
   C. $401.50
   D. $441.20
   E. None of the above

7. What would the total of $3.80, 95¢, $28.50, $6.80, and $1.75 be:

A. $41.00
B. $50.35
C. $46.35
D. $41.80
E. None of the above

8. If the selling price is $9.00 and the cost is $4.80, what is the markup percent based on retail?

A. 47%
B. 40%
C. 42%
D. 45%
E. None of the above

9. Using the amounts in Problem 8 above, what is the markup % on cost?

A. 39%
B. 57%
C. 88%
D. 112%
E. None of the above

10. A store had sales of $45,000. If the store uses a 25% markup based on retail, what is the dollar value of the markup?

A. $56,250
B. $33,750
C. $11,250
D. $33,700
E. None of the above

11. Find the selling price for the following if the markup percent is based on the cost.

Cost = $16.00 Markup = 25%

A. $4.00
B. $20.00
C. $64.00
D. $12.00
E. None of the above

12. Find the cost of the following if the markup percent is based on the retail price:

Retail Price = $547.50 Markup = 30%

A. $383.25
B. $164.25
C. $328.50
D. $219.00
E. None of the above

13. Find the retail price if the markup is based on the retail price:

Cost = $7.75 Markup = 10%

A. $14.73
B. $.78
C. $8.61
D. $8.52
E. None of the above

14. What must be the retail price if the markup is 40% of the retail price and the article you sell costs $25?

A. $15.00
B. $35.00
C. $41.67
D. $62.50
E. None of the above

15. At what price must you buy an article which is to be sold for $3.85, if your markup is to be 20% of the retail price?

A. $3.08
B. $.77
C. $4.62
D. $4.81
E. None of the above

16. The departments of a store had the following sales for the month of December: Hardware – $16,000; Housewares – $65,000; Electronics – $165,000; Toys – $48,000. The markup percent on sales were: Hardware – 33%; Housewares – 25%; Electronics – 20%; and Toys – 40%. What was the average dollar markup on sales for all store departments?

A. $18,375.00
B. $18,432.50
C. $21,685.00
D. $18,470.00
E. None of the above

17. The Main Store has four departments. Department A operates on a markup percent on sales of 20%; Department B on 25%; Department C on 30% and Department D on 15% sales for one month are A – $42,000; B – $68,000; C – $72,000 and D – $28,000. What is the average markup percent on sales?

    A. 22.5%
    B. 24.4%
    C. 25%
    D. 22.1%
    E. None of the above

The following information will be used for problems 18-19: If an item was originally priced to sell for $5.75 and has a final selling price of $1.95.

18. What was the amount of markdown?

    A. $1.80
    B. $3.80
    C. $2.80
    D. $.80
    E. None of the above

19. The markdown is what percent of the original retail price?

    A. 31%
    B. 48%
    C. 66%
    D. 52%
    E. None of the above

20. A store owner is able to buy items for $20.00 each. The policy is to have a markup of 50% of retail and after one month take a markdown of 25%. What is the final selling price?

    A. $22.50
    B. $25.00
    C. $30.00
    D. $27.50
    E. None of the above

21. $\frac{1}{3}$ of 900 equals:

    A. 295.90
    B. $270.00
    C. $2,700.00
    D. 300
    E. None of the above

22. From the information given below, find the cost-of-goods-sold for the period from January 1 to December 31.

Inventory, January 1: $14,900
Purchases: $27,300
Purchase Returns: $950
Inventory, December 31: $17,600

A. $17,600
B. $60,750
C. $23,650
D. $25,550
E. None of the above

23. Using the following information determine the cost-of-goods-sold:

Opening Inventory: $6,400
Purchases: $12,200
Closing Inventory: $5,002

A. $14,208
B. $13,598
C. $13,200
D. $14,550
E. None of the above

24. A business that receives credit terms of "3/15, n/30," has how many days from the invoice date to take advantage of the discount:

A. 3
B. 15
C. 30
D. 75
E. None of the above

25. The ____________________ shows how much merchandise is on hand and when merchandise should be ordered.

A. Inventory card
B. Stock requisition
C. Source document
D. Invoice
E. Purchase order

26. Staple goods are items for which there is a regular:

A. Supply
B. Competition
C. Demand
D. Price

27. Limiting the number of prices at which a particular type of merchandise is offered for sale is known as:

    A. Price lining
    B. Cut-pricing
    C. Limited pricing
    D. Seasonal pricing

28. The buyer who purchases in small quantities loses the benefit of ______________ usually given on large quantities.

    A. Free delivery
    B. Advertising advice
    C. Storage bins
    D. Discounts

29. Total sales equals $35,858.33 and total expenses equals $21,676.47; what is the gross profit?

    A. $14,181.86
    B. $14,186.00
    C. $12,860.00
    D. $14,186.16
    E. None of the above

30. $297.33 – $44.60 equals:

    A. $252.73
    B. $250.37
    C. $202.73
    D. $216.36
    E. None of the above

31. A buyer should purchase goods from a manufacturer who:

    A. is overstocked with merchandise
    B. needs ready cash
    C. wants to dispose of end of the season items
    D. None of the above

32. A city in which a number of supplies are permanently located is a:

    A. resource center
    B. buying office
    C. central market
    D. vendor center
    E. None of the above

33. What is the commission to be paid on sales totaling $4,698.75 and the rate is 22%?

A. $1,033.00
B. $1,033.73
C. $3,103.00
D. $3,301.75
E. None of the above

34. What is the commission to be paid on sales totaling $48.50 and the rate is 2½%:

A. $1.25
B. $9.60
C. $1.21
D. $12.00
E. None of the above

35. Find the ending inventory at cost using the following information

7 units at $54.00 each
42 units at $39.00 each
128 units at $43.00 each
19 units at $22.50 each

A. $7,947.50
B. $7,948.00
C. $7,947.25
D. $7,948.25
E. None of the above

36. Find the cost of the ending inventory using FIFO if the ending inventory is 185 units.

		Number of Units	Unit Cost
Beginning Inventory	(Jan)	82	$8.00
Purchase 1	(Feb)	100	$9.50
Purchase 2	(Mar)	250	$10.00
Purchase 3	(Apr)	300	$9.00
Purchase 4	(May)	150	$11.00

A. $1,965.00
B. $2.035.00
C. $1,480.00
D. $1,636.00
E. None of the above

37. Find the cost of the ending inventory using LIFO from the figures in problem 36.

A. $1,965.00
B. $2,035.00
C. $1,480.00
D. $1,636.00
E. None of the above

Determine the subtotal on purchases for employees who are given a 12% discount for problems 38-41.

38. Purchases totaled $59.85, discount is:

A. $7.18
B. $7.00
C. $8.18
D. $8.12
E. None of the above

39. Purchases totaled $69.25, discount is:

A. $8.00
B. $8.38
C. $8.21
D. $8.31
E. None of the above

40. Purchases totaled $1.27, discount is:

A. $.75
B. $.50
C. $.15
D. $.12
E. None of the above

41. Purchases totaled $347.00, discount is:

A. $41.54
B. $42.64
C. $41.64
D. $41.04
E. None of the above

42. Find the average inventory if the beginning inventory for the first quarter is $11,500, second quarter is $23,000, third quarter is $16,000 and fourth quarter is $44,000.

A. $22,000
B. $23,250
C. $23,625
D. $239,200
E. None of the above

43. Figure the gross profit using the appropriate figures from below:

Net Sales: $51,600
Operating Expenses: $20,850
Cost of Goods Sold: $18,400

A. $12,750
B. $33,200
C. $52,850
D. $71,250
E. None of the above

44. Figure the net profit using the appropriate information from problem 43.

A. $52,850
B. $23,600
C. $71,250
D. $12,350
E. None of the above

Using the following information available on a profit and loss statement, complete the amounts asked for below:

Net Sales: $200,000
Operating Expenses: $50,000
Other Income: $3,500
Cost of Goods Sold: $175,000

45. Gross Margin is:

A. $28,500
B. $21,500
C. $150,000
D. $25,000
E. None of the above

46. Net operating income is:

A. $25,000
B. $21,500
C. $28,500
D. $150,000
E. None of the above

47. Is there a:

A. Net Income $21,500
B. Net Loss $21,500
C. Net Income $25,000
D. Net Loss $25,000
E. None of the above

48. Determine net sales when gross sales are $365,000 and sales returns and allowances are $25,000.

    A. $385,000
    B. $335,000
    C. $340,000
    D. $25,000
    E. None of the above

49. Determine net sales when sales are $53,600 and sales returns and allowances are $4,300.

    A. $57,900
    B. $53,600
    C. $49,300
    D. $4,300
    E. None of the above

50. 12 gross of erasers would equal how many erasers?

    A. 1,182
    B. 1,152
    C. 1,728
    D. 1,102
    E. None of the above

GENERAL MERCHANDISING
SUPERVISORY LEVEL
BUYING & PRICING

ANSWER KEY

1.	A	26.	C
2.	A	27.	A
3.	C	28.	D
4.	A	29.	A
5.	B	30.	A
6.	C	31.	D
7.	D	32.	C
8.	A	33.	B
9.	C	34.	C
10.	C	35.	A
11.	B	36.	A
12.	A	37.	D
13.	C	38.	A
14.	C	39.	D
15.	A	40.	C
16.	B	41.	C
17.	B	42.	C
18.	B	43.	B
19.	C	44.	D
20.	C	45.	D
21.	D	46.	A
22.	C	47.	B
23.	B	48.	C
24.	B	49.	C
25.	A	50.	C

Tie Breakers

1.	17
2.	37
3.	47
4.	4
5.	Time

GENERAL MARKETING
MASTER EMPLOYEE
HUMAN RELATIONS/
COMMUNICATIONS–89

COMPETENCIES TO BE TESTED:

Skills and concepts related to Verbal Communication:
- Explain the nature of effective verbal communication
- Use Proper grammar and vocabulary
- Use telephone in business-like manner
- Address people properly

Skills and concepts related to Staff Communications:
- Explain two-way communications
- Listen to and follow directions
- Share information with other employees
- Interpret employee problems to management
- Report status/progress to management
- Make suggestions to management

Skills and concepts related to Personal Development:
- Explain the importance of human relations
- Explain the concept of self-understanding
- Demonstrate responsible behavior
- Demonstrate orderly and systematic behavior

Skills and concepts related to Essential Human Relations Skills:
- Adjust to change
- Use feedback for personal growth
- Set personal goals
- Foster positive working relationships
- Accept/implement management policy
- Organize time productively

Skills and concepts related to Personality Dimensions:
- Develop personality traits important to business
- Maintain positive attitude
- Maintain appropriate personal appearance
- Explain the concept of self-esteem
- Demonstrate honesty and integrity
- Maintain interest and enthusiasm
- Demonstrate initiative
- Demonstrate appropriate creativity
- Use appropriate assertiveness
- Show empathy for others
- Demonstrate self-control

BRIEF DESCRIPTION OF THE EVENT:

This will be a written 50-question multiple choice and true/false test. Selected questions will be used to break ties, with time being used as a final tie breaker.

MATERIALS NEEDED:

Two No. 2 Pencils

STUDENT INSTRUCTION SHEET

You will have 40 minutes to complete this event.

Place your I.D. label on the Scan-Tron answer sheet as instructed by the adult assistant.

Do not mark on the test booklet.

If you have any questions, please raise your hand and the adult assistant will help you.

Preselected questions will be used as a tie-breaker.

When finished, turn in your Scan-Tron answer sheet and contest booklet to the adult assistant.

DO NOT TURN THIS PAGE UNTIL YOU ARE INSTRUCTED TO DO SO.

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements

1. The first step in orderly and systematic behavior is:

   a. classify
   b. identify
   c. prioritize
   d. group
   e. change

2. When you feel good about yourself and have a positive attitude, you are said to have:

   a. persistence
   b. self-esteem
   c. expression
   d. empathy
   e. safety

3. If you are unsure of how to deal with negative feedback from a supervisor, the best thing to do is:

   a. ask a co-worker what to do
   b. blame the problem on someone else
   c. change your behavior
   d. ask the supervisor for more information
   e. quit the job

4. In Maslow's hierarchy of needs, ______________ needs must be fulfilled first:

   a. physiological
   b. psychological
   c. safety
   d. esteem
   e. social

5. The first step in good human relations is to get to know:

   a. customers
   b. supervisor
   c. co-workers
   d. yourself
   e. family

6. In the days before the practice of good human relations skills, employees were not treated well because employers believed that employees:

   a. have little ambition
   b. tend to shun work
   c. actually dislike work and try to avoid it
   d. are motivated only by money
   e. all of the above

7. Today, most employers believe all of the following except:

   a. if working conditions are favorable, employees will accept responsibility
   b. the intellectual potential of the average employee is not being fully utilized
   c. most employees still work just for the money
   d. when employees are committed to a company, they will exercise self-direction and self-control

8. Because of equal employment opportunity and affirmative action, discrimination must result because of:

   a. lack of ability
   b. race
   c. color
   d. religion
   e. physical or mental handicap

9. Your success in any job will depend mainly on:

   a. your supervisor
   b. your length of employment
   c. technical and people knowledge
   d. your past experience
   e. the type of work

10. Which of the following is not a way of putting on your best self?

    a. doing what others expect
    b. doing something irrational
    c. acting on trial and error
    d. doing what others prescribe
    e. acting on personal beliefs

11. The johari window which is used to expand your knowledge of yourself is made up of all except:

    a. arena
    b. blind spot
    c. hidden
    d. unknown
    e. conscious

12. The blind spot refers to which things about you:

    a. things you know and others don't
    b. things you don't know and others do
    c. things you and others know
    d. things unknown to everyone
    e. things known to everyone

13. When you truly know yourself, you have a window with a large:

    a. arena
    b. blind spot
    c. hidden
    d. unknown
    e. conscious

14. One of the best ways of getting people to like you is being genuine. This means:

    a. honest
    b. trustworthy
    c. yourself
    d. smart
    e. easy going

15. Which of the following is not a guideline to follow in setting goals:

    a. make it belong to you
    b. put it under your control
    c. make it measurable
    d. make is short-term
    e. give it a time limit

16. Most people lose their job because of:

    a. lack of experience
    b. poor human relations skills
    c. arguing with supervisor
    d. stealing
    e. mistakes on the job

17. The first step in getting along in any work environment is to:

    a. be accepted by others
    b. come to the job with experience
    c. do exactly what co-workers tell you
    d. get in on the "office gossip"
    e. immediately join a social group

18. Getting along on the job will be easier if you do all of the following except:

    a. accept other people's life styles
    b. avoid incorrect assumptions
    c. maintain good appearance
    d. follow co-workers' ways of doing things
    e. develop a good attitude

19. Which of the following would be considered unwritten rules on a job:

    a. seniority
    b. territorial rights
    c. consideration
    d. all of the above
    e. none of the above

20. The point at which others' habits or mannerisms begin to bother you is called your:

    a. tolerance level
    b. allness
    c. carrying your own weight
    d. delegation
    e. none of the above

21. People who get ahead on the job are most likely to display which of these behaviors:

    a. accept praise gracefully
    b. share credit for shared work
    c. flatter people sincerely
    d. don't flaunt special privileges
    e. all of the above

22. Success to most employers means:

    a. making a profit
    b. achieving growth of the business
    c. enjoying a good reputation
    d. offering the finest goods and services
    e. any of the above

23. Manager who has employees report directly to him, gives specific orders on how work should be done and rarely asks for advice from employees is an example of which management style:

    a. democratic
    b. authoritarian
    c. free-flow
    d. laissez-faire
    e. none of the above

24. The manager who allows employees to set some policies, is often gone from the office, leaving others in charge and encourages employees to help run the company is an example of which management style:

    a. democratic
    b. authoritarian
    c. free-flow
    d. laissez-faire
    e. none of the above

25. One way of increasing your tolerance level is to:

    a. get used to the behavior
    b. talk to a supervisor about the problem
    c. separate the behavior from the person
    d. change your behavior
    e. all of the above

26. The manager who hires an assistant who is free to decide what hours to work, how to work with customers and even how much to charge for services is an example of which management style:

    a. democratic
    b. authoritarian
    c. free-flow
    d. laissez-faire
    e. none of the above

27. Which of the following is not a responsibility of an employer?

    a. maintaining a reputation for honesty and quality
    b. making sure employees are happy
    c. stay on good terms with suppliers
    d. keeping the work place clean and safe
    e. keeping accurate financial records

28. In order for a business to run smoothly and for all responsibilities to be carried out efficiently, most managers have to __________ some of the work:

    a. refuse
    b. lessen the quality of
    c. delegate
    d. by pass
    e. none of the above

29. Imposing on co-workers can cause:

    a. longer working hours
    b. lack of cooperation
    c. shortage of work
    d. shorter breaks

30. The friendly, honest, courteous and genuine feeling that a company might project is known as:

    a. generosity
    b. reputation
    c. goodwill
    d. publicity
    e. advertising

31. Good communication between businesses and customers results in the elimination of:

    a. returns
    b. results
    c. feedback
    d. misunderstandings
    e. all of the above

32. The sharing of a message which results in a high amount of understanding between the sender and the receiver of the message is known as:

    a. human relations
    b. selling
    c. communications
    d. feedback
    e. marketing

33. Which of the following is an example of allness?

    a. everyone in a department is given the day off
    b. a manager complains that employees never do anything right
    c. a store meeting is held to deal with lateness
    d. workers are given a bonus when all the work is done
    e. all of the above

34. Allness can be avoided by:

    a. detecting abstractions made by others
    b. use "et cetera" frequently
    c. be sensitive to words "always," "never," "everything"
    d. all of the above
    e. none of the above

35. Unfairly classifying someone as a certain type of person is known as:

    a. abstracting
    b. assuming
    c. degrading
    d. bypassing
    e. labeling

36. People at work spend most of their time using which communication skill:

    a. talking
    b. listening
    c. reading
    d. writing
    e. typing

37. The reason most people don't listen well is:

    a. they think faster than they speak
    b. emotions block out certain messages
    c. planning a reply gets in the way
    d. all of the above
    e. they really don't care about what they are hearing

38. Effective listening requires the ability to:

    a. listen for facts and feelings
    b. talk and then think
    c. bypass the message
    d. refrain from giving feedback
    e. all of the above

39. Which of the following is not a way to improve listening habits:

    a. encourage others to talk
    b. use nonverbal action to encourage the speaker
    c. admit it when your mind wanders
    d. interrupt to provide feedback
    e. repeat and rephrase when necessary

40. A formal organization will usually follow:

    a. laissez-faire management
    b. direct lines of communication
    c. grapevine method of communication
    d. informal organization chart
    e. all of the above

41. Official communications from a supervisor would probably include:

    a. changes in company policy
    b. hiring of a new employee
    c. work hours and schedules
    d. employee evaluations
    e. all of the above

42. The ability to control yourself and always display tact, courtesy and respect is known as:

    a. self-esteem
    b. prestige
    c. self-discipline
    d. structure
    e. empathy

43. The sum total of the traits and characteristics that make up a whole person constitute the individual's:

    a. make-up
    b. human relations skills
    c. behavior
    d. personality
    e. none of the above

44. The process of organizing, planning, directing, coordinating and controlling the efficient use of human and material resources in reaching predetermined goals is called:

    a. management
    b. control
    c. marketing
    d. personnel
    e. human relations

45. Which of the following is not a consideration in preparing a formal written communication:

    a. know with whom you can communicate (based on organization chart)
    b. know what you want to communicate
    c. consider what your message may imply
    d. know what the results of your communication will be
    e. follow up on your communication

46. Confusion in communication is most often caused by language problems, more commonly referred to as __________ difficulties:

    a. status
    b. semantic
    c. feedback
    d. oral
    e. natural

47. Application of good human relations principals motivates people to do their best and attain _________:

    a. self-satisfaction
    b. profit
    c. responsibility
    d. discipline
    e. none of the above

48. Which of the following is not of great importance when making telephone communications:

    a. identifying yourself and your purpose for calling
    b. using tact
    c. having a pleasant tone of voice
    d. clearly transmitting the information
    e. getting nonverbal cues

49. Time management would include which of the following ideas:

    a. goal setting
    b. setting priorities
    c. budgeting
    d. making trade-offs
    e. all of the above

50. Persons involved in a discussion session to generate numerous problem-solving ideas are called:

    a. managers
    b. listeners
    c. brainstormers
    d. group members
    e. empathisers

ANSWER KEY

1.	b	26.	d
2.	b	27.	b
3.	d	28.	c
4.	a	29.	b
5.	d	30.	c
6.	e	31.	d
7.	c	32.	c
8.	a	33.	b
9.	c	34.	d
10.	b	35.	e
11.	e	36.	b
12.	b	37.	d
13.	a	38.	a
14.	c	39.	d
15.	d	40.	b
16.	b	41.	e
17.	a	42.	c
18.	d	43.	d
19.	d	44.	a
20.	a	45.	d
21.	e	46.	b
22.	e	47.	a
23.	b	48.	e
24.	a	49.	e
25.	c	50.	c

Tie Breakers

1. #9
2. #15
3. #16
4. #37
5. #40

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the ANSWER sheet.

Have students look through the test to be sure they:

— Have all the pages.
— Have no duplicate pages.
— Have no blank pages.

The students will have 40 minutes to complete the test. As the they finish, record the number of minutes needed to complete the event on the answer sheet.

Announce the time remaining every 15 minutes and 5 minutes before the end of the contest.

All student testing materials are to be collected from each student before they leave.

Submit all graded answer sheets or evalution sheets to series director.

Recalculate all score sheets to check for accuracy.

Note the tie-breaking procedure identified on the answer key.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

COMPETENCIES TO BE TESTED:

Open the sales presentation

Use merchandise information

Use feature/benefit selling

Close the sale

Address people properly

Maintain appropriate personal appearance

Handle customer inquiries

Foster positive working relationships

BRIEF DESCRIPTION OF THE EVENT:

You will assume the role of a sales representative.

MATERIALS NEEDED:

Pen

Note Cards

STUDENT INSTRUCTION SHEET

You will be making a presentation to a customer.

You will have 10 minutes to prepare your presentation.

You will have 15 minutes to make your presentation to the judge.

Give you ID sticker to the adult assistant.

You may use your notes during your presentation.

The judge will begin the event by greeting you in his/her office.

CONTEST SHEET

The Sum Fun Fest is held in a large city over a 10 day period. It is a music and food festival drawing people of all ages from communities all over the state. You are a sales representative for Sum Fun Fest Inc. Your job is to rent space to businesses in your area to sell their products or services during the festival. Today you have an appointment with R.J. Steele, the owner of a local pizza parlor. Mr./Ms. Steele has agreed to talk to you about the possibility of renting a space at the festival. You will start the conversation by introducing yourself and beginning your sales presentation.

CONTEST SHEET
FACT SHEET

- an average of 50,000 people pass through the gates each day
- the previous year there were two burger stands, one fried chicken, a sub shop, several dessert/ice cream stands, and beverage stands throughout the grounds
- four stands are still available but will probably be rented within the week
- several other ethnic festivals are planned for the following year, which will offer the potential for increased sales
- terms of the agreement include an assurance of a reserved spot in the future as long as stated sales goals and standard of quality, safety and cleanliness are met.
- based on sales figures for last year, you can expect to gross $7,500 per day
- you are provided with a tent area with running water and electricity
- you must provide your own equipment
- grounds are open to the public from noon to midnight with an hour before and after for preparation and clean-up
- you must provide your own personnel
- rental fee for the 10 days is $3,000
- security, garbage pick up and utilities are provided

JUDGE'S INSTRUCTION SHEET

- Read all event materials
- review attached evaluation forms
- The adult assistant will give you the ID label to attach to the evaluation sheet

You will assume the role of R.J. Steele, owner of a local pizza parlor. The student will be making a sales presentation to you. You should ask the students questions during the presentation and voice some objections (see suggestions below)

When the student tries to close the sale, show resistance and tell him you'd like to think it over for one night. Give extra points to a student who convinces you to make a decision now.

Suggested Questions

How will this proposal help your business?

How can you manage both places?

Is the investment in equipment and personnel going to be worth it to you?

Suggest Objections

Can't make a decision today

Not wanting to invest in equipment for only a ten day venture

You should begin the conversation with a greeting. Be sure the adult assistant gives you the ID label attached to the evaluation sheet.

At the conclusion of the event, the judge should tell the student one competency they performed well and one area that needs additional work or improvement.

Keep the first three scores and then the top two after that and give the rest to the adult assistant.

GENERAL MARKETING
MASTER EMPLOYEE
SELLING/COMMUNICATIONS-89

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

Indicate the degree to which the student

1. Maintained appropriate personal appearance.

0	5
No	Yes

2. Opened the sales presentation appropriately.

0	1	2	3	4	5	6	7	8	9	10
Not at all			Somewhat			Average		Good	Excellent	

3. Use merchandise information provided sufficient background information to enable client to make an intelligent decision.

0	1	2	3	4	5	6	7	8	9	10
None		Some			Average			Good	Excellent	

4. Determined needs of client.

0	1	2	3	4	5	6	7	8	9	10
Not at all			Somewhat		Fair		Good		Very Thorough	

5. Handled customer inquiries and answered client questions thoroughly.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Somewhat			Fair			Good	Excellent	

7. Overcame objections stated by client.

0	1	2	3	4	5	6	7	8	9	10

8. Used feature/benefit selling.

0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15
Not at all	Poor		Fair		Average	Good	Excellent	

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

9. Attempted to close the sale.

0	1	2	3	4	5	6	7	8	9	10
No Attempt			Abrupt			Fair Attempt			Smooth and Timely	

10. Fostered positive working relationships and thanked the customer.

0 1 2 3 4 5

11. Showed enthusiasm during presentation.

0	1	2	3	4	5
Not at all		Somewhat			Excellent

12. Made reference to further arrangements to be made.

0	1	2	3	4	5
Not		Some Attempt			Excellent

13. Address people properly and spoke in a businesslike manner.

0 1 2 3 4 5

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

RUN-OFF / JUDGES

You have asked the sales representative/student to meet with you the next morning. You are having reservations about the deal. Voice your objections again—is the time and money worth it? How will this steep rental fee benefit you?

Student will have 5 minutes to present to you.

One judge will role-play, the others should evaluate. Scores will be averaged to determine first, second, and third place winners.

RUN-OFF / STUDENT

It is the morning after your meting with Mr./Ms. Steele. He/She wants to discuss the proposition with you further. You have agreed to meet him/her. The event will begin with you entering Mr./Ms. Steele's office.

There is no preparation time for this event.

You will have 5 minutes to make your presentation.

STUDENT I.D. NUMBER

GENERAL MARKETING
MASTER EMPLOYEES
SELLING/COMMUNICATIONS–89

RUN-OFF / EVALUATION SHEET

Student overcame objections.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Fair		Average		Good				Excellent

Student attempted to close sale.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Fair		Average		Good				Excellent

Student communicated effectively.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Fair		Average				Good		Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE JUDGE IS TO BEGIN (THE STUDENT IS TO BEGIN) THE PRESENTATION AS SOON AS HE/SHE GREETS THE STUDENT.***

***NOTE: This will vary from each oral event.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

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GENERAL MARKETING
MASTER EMPLOYEE
COMMUNICATIONS/
PHYSICAL DISTRIBUTION
ECONOMICS-89

COMPETENCIES TO BE TESTED:

Explain the nature of effective verbal communication

Address people properly

Report progress to management

Accept/implement management policy

Maintain appropriate personal appearance

Maintain interest and enthusiasm

Check incoming stock

Define common receiving terms/vocabulary

Make suggestions to management

Explain marketing functions and related activities

BRIEF DESCRIPTION OF THE EVENT:

You will role-play an employee in a local wholesale business.

MATERIALS NEEDED:

Pens

Blank Paper

STUDENT INSTRUCTION SHEET

You will be making a presentation to the customer service department supervisor of an apparel wholesaler.

You will be given 20 minutes to prepare a rough draft form, and have 10 minutes to present what you have created, to the judge.

Give you sticker to the adult assistant for this event.

The event will start when the judge greets you.

You must leave your form and all other papers with the judge.

GENERAL MARKETING
MASTER EMPLOYEE
COMMUNICATIONS/
PHYSICAL DISTRIBUTION
ECONOMICS-89

CONTEST SHEET

You work in the customer service department for Working World, a local apparel wholesaler. Your supervisor, Mr./Ms. Baker has set a goal of working with the shipping department to improve delivery services and thereby ensure customer satisfaction. He/She has asked you to develop a form to be used in a telephone follow-up survey to retail customers. This survey will determine their degree of satisfaction with the delivery service you provide.

Working World has a standing policy of delivering within 14 days of order placement. Their goal is to deliver pre-packaged, pre-priced goods which arrive undamaged. They look for accuracy in the invoice which is included in each shipment and they strive to offer a wide assortment of colors and sizes of timely and appropriate goods to each store.

Once you complete your form you will go in to see your supervisor and report your progress.

You must leave your form with the judge.

GENERAL MARKETING
MASTER EMPLOYEE
COMMUNICATIONS/
PHYSICAL DISTRIBUTION
ECONOMICS-89

JUDGE'S INSTRUCTION SHEET

Read all event material
Review evaluation form

The adult assistant will give you the student ID sticker attached to the evaluation sheet before you meet the student.

You will assume the role Mr./Ms. Baker, supervisor of the customer service department for the Working World, an apparel wholesaler. The student will play the role of an employee in your department.

You have asked the student to design a form to use in following-up on deliveries to increase customer satisfaction. They will then come in to see you and present their ideas. The student has 20 minutes to prepare and has 10 minutes to make the presentation to you.

Judges should role-play before meeting the first student.

At the conclusion of the event, you should tell each student one competency he/she performed well and one area that needs additional work or improvement. However, in the interest of time, it is important you please keep this discussion to about one minute.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and continually submit all other completed evaluations to the adult assistant running the event.

You will greet the student after they enter the room. The student will then begin his/her presentation.

Run-offs will start after lunch. The adult assistant will check with you later this morning to see if you will be able to judge the run-offs in the afternoon.

GENERAL MARKETING
MASTER EMPLOYEE
COMMUNICATIONS/
PHYSICAL DISTRIBUTION
ECONOMICS-89

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

1. **Maintain Appropriate Personal Appearance:**

Was dressed in a businesslike manner.

0	5
No	Yes

2. **Address People Properly:**

Spoke in a businesslike manner.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

3. **Explain the Nature of Effective Verbal Communication:**

Effectively began the meeting with his/her supervisor by stating the purpose of being there.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Showed interest and enthusiasm for ideas.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Asked manager for feedback.

0	1	2	3	4	5	6	7	8	9	10
Did Not			Somewhat			Fair			Asked Appropriate Questions	

Ended meeting in an appropriate manner.

0	1	2	3	4	5
No	Abrupt			Good	Excellent

4. **Accept/Implement Management Policy:**

Developed a form which appropriately showed whether deliveries were made on time.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

5. **Check Incoming Stock:**

Allowed for description of condition of goods.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Allowed for description of satisfaction with assortment.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Showed whether goods were prepackaged.

0	5
No	Yes

Showed whether goods were pre-priced.

0	5
No	Yes

Checked on the accuracy of the count.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Checked on the appropriateness of the merchandise.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

6. **Define Common Receiving Terms/Vocabulary:**

Checked on inclusion of invoice.

0	5
No	Yes

7. **Report Progress to Management:**

Explain fully, the use of the form to the manager.

0	1	2	3	4	5	6	7	8	9	10
Did Not		Fair			Average			Good	Excellent	

8. **Make Suggestions to Management:**

Responded to questions and comments appropriately.

0	1	2	3	4	5	6	7	8	9	10
Did Not		Fair			Average			Good	Excellent	

9. **Demonstrate Initiative:**

Showed initiative in design of form.

0	1	2	3	4	5
No	Somewhat			Good	Excellent

Total Score

RUN-OFF / JUDGES

Each judge will evaluate every student independently using the run-off evaluation form. Completed evaluations will be submitted after each presentation to the adult assistant for tabulation.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, or third, discussion among the judges will be permitted to select the top award winners.

After the student enters the room, one judge should be selected to ask the following questions:

> "You make your first follow-up call to a customer and there is a problem. The goods were not pre-priced. Who will you contact or what will you do."
>
> "You make a second call and this customer tells you the shipment was short several items. Who will you contact or what will you do."
>
> "On the third call the customer was not happy with the merchandise. How will you handle it?'

The student will have a maximum of 5 minutes to present orally to the judges.

RUN-OFF / STUDENT

A judge will read you a question related to this morning's presentation. You are asked to share your responses with the judges in attendance.

The judge(s) may follow up your responses with questions. You will have a maximum of 5 minutes to meet with the judge(s).

No notes of any type will be allowed. There will be no preparation time for this event.

Good Luck!

STUDENT I.D. NUMBER

GENERAL MARKETING
MASTER EMPLOYEE
COMMUNICATIONS/
PHYSICAL DISTRIBUTION
ECONOMICS-89

RUN-OFF / EVALUATION SHEET

The student presented realistic solutions to the problems.

0 1-2 3-4 5-6 7-8 9-10
Not at all Fair Good Excellent

The student communicated his/her ideas effectively.

0 1 2 3 4 5 6 7 8 9 10
Not at all Fair Good Excellent

The student maintained interest and enthusiasm during the oral presentation.

0 1 2 3 4 5 6 7 8 9 10
Not at all Fair Good Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:	Student Instructions Contest Sheet Evaluation Sheet Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge.

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

NOTE: PLEASE COLLECT ALL CONTEST MATERIALS FROM EACH STUDENT AFTER THEY COMPLETE THE EVENT.

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GENERAL MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/
COMMUNICATIONS–89

COMPETENCIES TO BE TESTED:

Participate in staff meetings

Make suggestions to management

Share information with other employees

Interpret consumer demand

Maintain stock levels

Explain the nature of price competition

Maintain positive attitude

Maintain appropriate personal appearance

Demonstrate appropriate creativity

Maintain interest and enthusiasm

Use proper grammar and vocabulary

Explain the concept of marketing strategies

BRIEF DESCRIPTION OF THE EVENT:

The student will assume the role of an employee of a wholesale company. You will be asked to prepare for a meeting in which you will e making suggestions on distributing a product. There will be a run-off to this role-playing event.

MATERIALS NEEDED:

Paper
Pen
Pencil

STUDENT INSTRUCTION SHEET

You are the distribution manager for the Rock, Paper, Scissor Company. Today you will be presenting information at a staff meeting regarding the distribution of a late order of paper supplies. Be sure to read the contest sheet thoroughly.

You will be given 15 minutes to prepare and a maximum of 15 minutes to present.

Give your I.D. sticker for this event to the adult assistant who will then give it to the businessperson who will be judging you.

You will be able to use notes during your presentation but turn in all materials to the adult assistant when you have completed your event.

GENERAL MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/
COMMUNICATIONS–89

CONTEST SHEET

You are the distribution manager for the Rock Paper Scissors Company (RPS), which wholesales school supplies and paper products. Rock Paper Scissors is located in a middle-sized community of 100,000 people. RPS Company's primary customers have been discount stores within a 100-mile radius.

On April 15 the buyer for RPS placed a $5,000 order for school supplies with the Snead Manufacturing Company. Since many of the items were on a back-to-school special, contract conditions stated there would be no returns. Traditionally, in dealing with Snead you have received shipments within four to six weeks. This year because of a trucking strike, your order did not come in until August 10. By this time your customers had already purchased supplies from other companies and have had their back-to-school sales.

Mr./Mrs. Smith, president of RPS, has asked you to determine what recourse and/or marketing strategies are available to the firm. You do not have warehouse space to keep the products for more than a month. You must be able to justify your plans but at this point the president is looking for several alternatives.

The event will start when Mr./Mrs. Smith (judge) greets you. You may use notes, but must turn these notes in to the adult assistant when you finish your presentation.

Check the run-off board early in the afternoon to see if you qualify and the time to report.

JUDGE'S INSTRUCTION SHEET

Read all event material.

Review attached evaluation form.

The adult assistant will give you the student's I.D. sticker attached to the evaluation sheet before you meet the student to assure a more business-like start to the presentation.

You will assume the role of Mr./Mrs. Smith, the president of Rock, Paper, Scissors Company. The student will assume the role of distribution manager. You have asked the student to prepare a plan of recourse and/or marketing strategies for a late shipment of school supplies your company has just received.

The student has had 15 minutes to prepare for this event, and has a maximum of 15 minutes to present orally to you. The student may use notes.

The judges will role-play the event before meeting the first student.

At the conclusion of each presentation, you should tell each student one competency they performed well and one area that needs additional work or improvement. However, in the interest of time, it is important you please keep this discussion to about one minute.

Keep the first three student evaluations. After the fourth student, keep only the top score and continually submit all other completed evaluations to the adult assistant running the event.

You will greet the student after they enter the room. The students will then begin their presentation.

Run-offs will start after lunch. The adult assistant will check with you later this morning to see if you will be able to judge the run-offs in the afternoon.

The student will be able to use notes but must turn them in to the adult assistant at the conclusion of their presentation.

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

GENERAL MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/
COMMUNICATIONS–89

EVALUATION SHEET

Participated in Staff Meetings

1. The student opened/closed the meeting in an appropriate manner.

0	1	2	3	4	5
Inappropriate			Average		Very appropriate

2. The student maintained enthusiasm and interest during the presentation.

0	1	2	3	4	5
No enthusiasm or interest			Fair		Excellent

3. The student maintained a positive attitude throughout the meeting.

0	1–2	3–4	5–6	7–8	9–10
Negative attitude			Fair		Very positive attitude

Make Suggestions to Management

4. The student presented realistic, feasible suggestions to management.

0	1–2	3–4	5–6	7–8	9–10
No ideas presented			Somewhat realistic, feasible		Very realistic, feasible

5. The student demonstrated creative ideas to solve the situation.

0	1–2	3–4	5–6	7–8	9–10
No creativity			Somewhat creative		Very creative

Share Information to Management

6. The student received and explained the information related to the situation to the president.

0	1–2	3–4	5–6	7–8	9–10
No explanation			Fair explanation		Thorough explanation

Interpret Consumer Demand

7. The student's solutions indicated an understanding of how consumer demand affects product distribution and pricing.

0	1–2	3–4	5–6	7–8	9–10
No understanding			Fair		Excellent understanding

Maintain Stock Levels

8. The student suggested alternative ways to reduce stock levels.

0	1–2	3–4	5–6	7–8	9–10
No alternatives			Several alternatives		Many alternatives

Explain the Nature of Price Competition

9. The student took into consideration price reduction as a means of reducing inventory.

0	1–2	3–4	5–6	7–8	9–10
No consideration			Some consideration		Much consideration

Explain the Concept of Marketing Strategies

10. The student identified the marketing strategies important in solving the problem such as recourse with vendor, new customers, warehouse, sale, etc.

0	1–2	3–4	5–6	7–8	9–10
No strategies			Some strategies		Excellent strategies

Use Proper Grammar and Vocabulary

11. Maintained positive attitude.

0	1	2	3	4	5
Inappropriate			Somewhat appropriate		Very appropriate

Maintained Appropriate Personal Appearance

12. Business dress of the student was appropriate for supervisory personnel.

0	1	2	3	4	5
Inappropriate			Somewhat appropriate		Very appropriate

RUN-OFF / JUDGES

Each judge will evaluate every student independently using the run-off evaluation form. Completed evaluations will be submitted to the adult assistant for tabulation

At the conclusion of the last presentation, in the event of a numerical tie for first, second, or third, discussion among the judges will be permitted to select the top award winners.

After the student enters the room, one judge should be selected to ask the following question:

> "What can our company do in the future to prevent a similar problem with late shipment from arising?"

The student will have a maximum of five minutes to present orally to the judges. Follow-up questions may be asked but only for clarity of the response.

RUN-OFF / STUDENT

A judge will read you a question related to this morning's presentation. You are asked to share your response with the judges in attendance.

The judge(s) may follow-up your response with questions. You will have a maximum of five minutes to meet with the judge.

No notes of any type will be allowed.

Good Luck!

STUDENT I.D. NUMBER

GENERAL MARKETING
SUPERVISORY LEVEL
BUYING AND PRICING/
COMMUNICATIONS-89

RUN-OFF / EVALUATION SHEET

1. The student provided sound solutions to prevent the problem from reoccuring.

0	1–2	3–4	5–6	7–8	9–10
No solutions			Fair solutions		Excellent solutions

2. The student communicated his/her ideas effectively.

0	1–2	3–4	5–6	7–8	9–10
Not at all			Fair		Excellent

3. The student maintained interest and enthusiasm during the presentation.

0	1–2	3–4	5–6	7–8	9–10
Not at all			Fair		Excellent

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with student instructions, contest, evaluation and judge's instruction sheet

Discuss the contest and have the judges role-play the event before they meet the students.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge.

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

Thank you!

NOTE: PLEASE COLLECT ALL CONTEST MATERIALS FROM EACH STUDENT AFTER THEY COMPLETE THE EVENT.

COMPETENCIES TO BE TESTED

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematics problems involving percentages

Solve first degree algebraic equations

Operate calculator

Interpret charts and graphs

Calculate cash discounts

Calculate quantity discounts

Calculate trade discounts

Determine final cost of product to company

Calculate net sales

Calculate gross margin

Calculate break-even points

Interpret profit and loss statements

Calculate stock turnover

Calculate average markups

BRIEF DESCRIPTION OF THE EVENT

This will be a 50-question multiple-choice test. You will have one hour and ten minutes (70 minutes) to complete the test.

Selected questions will be used to break ties, with time being used as a final tie-breaker.

MATERIALS NEEDED

Two № 2 pencils
Calculator

STUDENT INSTRUCTION SHEET

Place your I.D. sticker on the Scan-Tron sheet as instructed by the adult assisting running the event. Also, record your I.D. number on the test.

Select the best answer for each problem and record your answers by darkening the appropriate letter on the Scan-Tron answer sheet. Be sure to indicate your answers carefully and fully. If you have to erase, do so, but make sure it is fully erased before your record the new answer.

Upon beginning the test, there will be no conversation. If you have a question, raise your hand and one of the adult assistants will come to your table.

You are allowed to use a calculator but you may not borrow one from another student taking the test during the same test period.

Maximum time allowed is one hour and ten minutes (70 minutes).

*Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123.56.)

DO NOT TURN OVER THIS SHEET UNTIL YOU ARE INSTRUCTED TO DO SO BY THE ADULT ASSISTANT RUNNING THIS EVENT.

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements.

1. If an item is priced at 4 for $.79, how much would one item cost:

   a. .19
   b. .1975
   c. .198
   d. .20
   e. none of the above

2. Cotton shorts sell for 3 for $19.95, how much will one pair of shorts sell for?

   a. $6.67
   b. $6.98
   c. $6.60
   d. $6.65
   e. none of the above

3. If cauliflower sells for .89 per pound, how much would a 2.5 pound head of cauliflower cost?

   a. $3.29
   b. $2.23
   c. $2.39
   d. $3.93
   e. none of the above

4. Joe purchased 680 concrete blocks @ $27.50 per C. How much did Joe pay for the concrete blocks?

   a. $1,780.00
   b. $178.00
   c. $1,870.00
   d. $187.00
   e. none of the above

5. The C. Reise Company purchased 19,500 lbs. of coal @ $36.75 per T. How much did the C. Reise Company pay for the coal?

   a. $358.31
   b. $385.31
   c. $358.13
   d. $1,358.31
   e. none of the above

6. If goods costs $20.00 per dozen and are marked to sell at $4.00 each, what is the markup?

   a. $20.00
   b. $48.00
   c. $28.00
   d. $4.80
   e. none of the above

7. If goods cost $20.00 per dozen and are marked to sell at $4.00 each, what is the markup percent on retail?

   a. 580%
   b. 58.8%
   c. 1.40%
   d. 58.3%
   e. none of the above

8. Marsha Henry is a sales person who works on a straight commission basis. Last week her sales were $1,640.48 and she is paid a 15% commission. What are her earnings for the week?

   a. $247.07
   b. $247.60
   c. $246.07
   d. $246.70
   e. none of the above

9. Amy Smith works on a salary plus commission basis. She draws a salary of $2,500.00 per month plus a commission of 10% of all sales in excess of $20,000.00 in a given month. Last month Amy's sales were $35,823.65. What were her monthly earnings?

   a. $4,082.36
   b. $4,082.37
   c. $6,082.36
   d. $6,082.37
   e. none of the above

10. A sales rep had sales of $179.50, $186.70, $201.45, $147.96 and $182.54. Her average sales was:

    a. $715.61
    b. $189.63
    c. $898.15
    d. $179.63
    e. none of the above

11. Annual sales for the Spike Athletic Shoe Company were $1,232,685. What was the average monthly sales?

    a. $99,684.21
    b. $102,723.75
    c. $109,511.13
    d. $120,381.54
    e. none of the above

12. Sales for the month of March were $215,600. If sales for March 5 were $6,986, what percent of the month's sales did this represent?

    a. 1.61%
    b. 3.24%
    c. 4.58%
    d. 6.67%
    e. none of the above

13. A store had gross sales of $275,000 for a six-month period. During that period, the store had sales returns and allowances totaling $12,750 and new purchases of $138,000. What were the store's net sales?

    a. $400,750
    b. $400,250
    c. $262,250
    d. $262,000
    e. none of the above

14. A collection agent collected 75% of a bad debit of $970 for the ROSE Company. He charged 28% for making the collection. The amount given back to the ROSE Company after expenses was:

    a. $523.80
    b. $727.50
    c. $203.70
    d. $455.90
    e. none of the above

15. On sales amounting to $4,828 a salesperson with Adidas Sporting Goods received $217.26 commission. The rate of commission is:

    a. 45%
    b. .045%
    c. 22.2%
    d. 4.5%
    e. none of the above

16. During a special sale, a VCR was marked down $50 to sell at $320. A maintained markup of $30 was realized on the VCR. What was the initial markup?

    a. $20
    b. $90
    c. $80
    d. $290
    e. none of the above

17. Find the average inventory if the beginning inventory for the first quarter is $32,000 the second quarter is $30,000, third quarter is $35,000 and fourth quarter is $31,700.

    a. $32,575
    b. $32,175
    c. $31.750
    d. $33,245
    e. none of the above

18. A store owner is able to buy items for $5.10 each. The policy is to have a markup of 25% of retail and after one month take a markdown of 20%. What is the final selling price after one month?

    a. $6.00
    b. $4.75
    c. $5.44
    d. $5.00
    e. none of the above

19. A retail store buys shirts from Arrow at a cost of $12.32 each, including transportation. Other related expenses total $1.65. What would be the break-even point in pricing these shirts?

    a. $14.26
    b. $14.71
    c. $13.97
    d. $10.67
    e. none of the above

20. An invoice for $4,500 dated June 1 with terms 4/10 n 30 is paid on June 8. The final cost of the merchandise to the company is:

    a. $4,320
    b. $4,050
    c. $3,150
    d. $4,500
    e. none of the above

21. The list price of a typewriter is $910. Schools get discounts of 20%, 5%, 5%. Credit for an old machine amounted to $85. Freight charges were $37. What was the final price of the new machine.

    a. $589.00
    b. $515.00
    c. $705.02
    d. $609.02
    e. none of the above

22. What is the amount after the discounts are figured? Four items @ $8.50 each, three items @ $7.25 each, 11 items @ $14.50 each. Trade discounts are 15% and 5%.

    a. $173.81
    b. $172.20
    c. $173.92
    d. $215.25
    e. none of the above

23. A 384 pound shipment was sent FOB shipping point. The rate is $12.69 per 100 pounds. What is the buyer's shipping expense to the nearest cent?

    a. $50.76
    b. $48.73
    c. $38.07
    d. $37.08
    e. none of the above

24. At what price must you buy an article which is to be sold for $3.85, if your markup is to be 20% of the retail price.

    a. $3.08
    b. $.77
    c. $4.62
    d. $4.81
    e. none of the above

25. Find the value of the inventory using the following information:

    7 units at $54.00 each
    42 units at $39.00 each
    128 units at $43.00 each
    19 units at $22.50 each

    a. $7,947.50
    b. $7,948.00
    c. $7,947.25
    d. $7,948.25
    e. none of the above

26. Find the cost of the ending inventory using FIFO if the ending inventory is 132 units.

		Number of Units	Unit Cost
Beginning Inventory	(Jan)	82	$8.00
Purchase 1	(Feb)	100	$9.50
Purchase 2	(Mar)	250	$10.00
Purchase 3	(Apr)	300	$9.00
Purchase 4	(May)	150	$11.00

a. $1,452.00
b. $1,254.00
c. $1,155.00
d. $1,131.00
e. none of the above

27. From the information given below, find the cost of goods sold for the period from January 1 to December 31.

Inventory, January 1: $14,900
Purchases: $27,300
Purchase Returns: $950
Inventory, December 31: $17,600

a. $17,600
b. $60,750
c. $23,650
d. $25,550
e. none of the above

28. Using the following information determine the cost of goods sold:

Opening Inventory: $6,400
Purchases: $12,200
Closing Inventory: $5,600

a. $24,200
b. $13,000
c. $13,200
d. $14,250
e. none of the above

29. A warehouse sells bottles of ketchup at $80.64 per gross. How much will two dozen bottles cost?

    a. $14.31
    b. $6.72
    c. $13.44
    d. $26.66
    e. none of the above

30. What is the price of 1½ pounds of M&M's at the cost of $1.39 per pound?

    a. $1.79
    b. $2.69
    c. $1.39
    d. $2.09
    e. none of the above

31. From the following calculate net sales.

Gross Sales	$1,359.00
Expenses	$361.00
Allowances	$39.00
Cost of Goods Sold	$861.00
Returns	$107.00

    a. $1,106.00
    b. $1,213.00
    c, $498.00
    d. $245.00
    e. none of the above

32. Christmas In July wholesalers had gross sales of $14,600, returns of $1,135 and new purchases of $12,000. What were their net sales?

    a. $1,465
    b. $12,968
    c. $13,465
    d. $25,465
    e. none of the above

A manufacturer's catalog shows the following quantity discounts for stocks:

Item	1–4	5–9	10–19	20–29	30 or more
Socks	$1.29 ea.	$1.13 ea.	$1.02 ea.	$0.98 ea.	$0.90 ea.

If a business decides to order the following difference quantities, what would be the cost for each item? (Questions 33-34)

33. If they ordered 14, what is the cost per unit?

   a. $1.13
   b. $1.02
   c. $14.28
   d. 23.52
   e. none of the above

34. If they ordered 32, what is the total cost?

   a. $0.90
   b. $28.80
   c. $27.00
   d. 13.56
   e. none of the above

35. The Hungry Man Can Company sells canned hash for $22.85 per gross. Stub Foods purchased 864 cans of hash from Hungry Man. The total cost was:

   a. $1,645.20
   b. $197.42
   c. $137.10
   d. $822.60
   e. none of the above

The Play All Day Video Company breaks down expenses in the following way:

Salaries	56.2%
Rent	18.5%
Advertising	2.2%
Supplies	6.6%
Utilities	4.2%
Insurance	7.3%
Miscellaneous	5.0%

36. If expenses for March were $187,945, what is the total dollar amount spent on rent and insurance?

   a. $48,489.81
   b. $42,663.52
   c. $4,848.98
   d. $171,969.68
   e. none of the above

37. If expenses for the month were $147,650, what is the dollar amount spent on salaries?

a. $8,279.30
b. $82,979.00
c. $82,973.90
d. $82,979.30
e. none of the above

38. If expenses for May were $185,500 and sales were $224,950, the expenses are what percentage of sales?

a. $1.212%
b. $82.5%
c. $17.5%
d. $12.12%
e. none of the above

39. The departments of a store had the following sales for the month of December: Hardware–$16,000; Housewares–$65,000; Electronics–$165,000; and Toys–$48,000. The markup percent on sales were: Hardware–33%; Housewares–25%, Electronics–20%; and Toys–40%. What was the average markup percent on sales for the store?

a. 29.5%
b. 25.1%
c. 33.0%
d. 27.0%
e. none of the above

40. Using the following data, estimate the sales volume of the following department for the next year.

Year	Sales
1	20,000
2	22,800
3	25,992
4	29,631
5	33,780

a. $36,821
b. $38,510
c. $41,260
d. $42,000

41. Using the following information, determine the open-to-buy for department A: planned sales for May of $17,000; planned markdown of $550; stock on hand May 1 of $8,000; planned stock on hand May 31 of $9,500; good on order for May deliver of $5,000.

    a. $28,690
    b. $14,550
    c. $14,050
    d. $20,605
    e. none of the above

42. Using the following information, determine the open-to-buy for department B: planned sales for May of $24,900; planned markdown of $650; stock on hand May 1 of $13,200; planned stock on hand May 31 of $28,600; goods on order for May delivery $1,800.

    a. $39,150
    b. $38,750
    c. $24,220
    d. $26.875
    e. none of the above

43. The Main Store has four departments. Department A operates on a markup percent on sales of 20%; department B on 25%; department C on 30% and department D on 15% sales for one month are A–$42,000; B–$68,000; C–$72,000 and D–$28,000. What is the average markup percent on sales?

    a. 22.5%
    b. 24.4%
    c. 31.2%
    d. 28.6%
    e. none of the above

44. A store bought $45,000 worth of merchandise that was then marked up 25% on retail. What is the retail value of the merchandise?

    a. $56,250
    b. $50,000
    c. $60,000
    d. $48,250
    e. none of the above

Problems 45-48 all relate to the following information: An item of merchandise cost $80.00 and was marked up $20.00 to sell in the store at $100.00 which was later reduced to $90.00.

45. The initial markup was:

  a. $20.00
  b. $80.00
  c. $100.00
  d. $90.00
  e. none of the above

46. The original retail was:

  a. $20.00
  b. $90.00
  c. $80.00
  d. $100.00
  e. none of the above

47. The maintained markup was:

  a. $90.00
  b. $80.00
  c. $20.00
  d. $10.00
  e. none of the above

48. The markdown was:

  a. $90.00
  b. $20.00
  c. $80.00
  d. $10.00
  e. none of the above

The cash discount terms appearing on an invoice are 3/15 N45, 30 extra. The invoice is dated March 12 for a net amount of $6,000. Use this information for problems 49 and 50.

49. The deadline date for taking the discount is:

  a. April 26
  b. April 12
  c. March 15
  d. April 15
  e. none of the above

50. The discount amount is _________.

  a. $180.00
  b. $900.00
  c. $2,400.00
  d. $2,700.00
  e. none of the above

ANSWER KEY

1. D
2. D
3. B
4. D
5. A
6. C
7. D
8. C
9. B
10. D
11. B
12. B
13. C
14. A
15. D
16. C
17. B
18. C
19. C
20. A
21. D
22. A
23. B
24. A
25. A
26. A
27. C
28. B
29. C
30. D
31. B
32. C
33. B
34. B
35. C
36. A
37. D
38. B
39. B
40. B
41. C
42. A
43. B
44. C
45. A
46. D
47. D
48. D
49. A
50. A

TIE BREAKERS

1. 43
2. 18
3. 49
4. 22
5. Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their I.D. stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages
- Have no duplicate pages
- Have no blank pages

Announce the time remaining at 15 minutes and 5 minutes before the end of the contest. Students will have a maximum of one hour, ten minutes (70 minutes) to complete the test.

All student testing materials are to be collected from each student before they leave.

Submit all Scan Tron sheets or evaluation sheets to series director.

Recalculate all score sheets to check for accuracy.

Contact series director when finished to be sure everything is completed.

GENERAL MARKETING
SUPERVISORY LEVEL
ECONOMIC CONCEPTS
COMMUNICATIONS–89

COMPETENCIES TO BE TESTED:

Explain marketing functions and related activities

Explain the nature of channels of distribution

Explain the concept of marketing strategies

Explain the concept of market and market identification

Participate in staff meetings

Make suggestions to management

Use proper grammar and vocabulary

Maintain positive attitude

Maintain interest and enthusiasm

Maintain appropriate personal appearance

BRIEF DESCRIPTION OF THE EVENT:

The student will assume the role of a marketing executive of a private firm. You will be asked to prepare for a meeting to discuss marketing strategies. There will be a run-off to this role-playing event.

MATERIALS NEEDED:

Several sheets of unlined paper
Pen
Pencil

STUDENT INSTRUCTION SHEET

You are a marketing executive for the D.E.C. Research Company. Today you will be presenting information at a staff meeting regarding a marketing research plan your company has been hired to devise. Be sure to read the contest sheet thoroughly.

You will be given 20 minutes to prepare for this event and a maximum of 15 minutes to present.

Give your I.D. sticker for this event to the adult assistant who will give it to the businessperson who will be judging you.

You will be able to use notes and the research form during your presentation but turn in all sheets to the adult assistant when you have completed your event.

The event will start immediately after the judge greets you.

Check the run-off board early in the afternoon to see if you qualify and the time to report.

CONTEST SHEET

You are a marketing executive for D.E.C Research Company, a small private marketing research firm. Your company has been hired by Leisure Sports, a company that manufacturers sporting good equipment.

Leisure Sports has been in business for over 30 years. Their primary customers are small- and medium-sized retail sporting good stores, most independently owned. Leisure Sports employs 20 sales representatives to cover a five-state area, in the midwest. In recent years it has become difficult to find qualified employees and for various reasons turnover has been high. Leisure Sports is now looking for other alternatives to market their sporting goods (alternative channels of distribution).

Your firm has been asked to design a marketing research questionnaire that would survey present customers to determine their reactions to alternative marketing methods. Leisure Sports has considered opening a large showroom for buyers in a major city, designing a catalog or using telemarketing as some possible alternatives but first would like customer reaction. A major concern of theirs is how strongly their customers feel about personal service or if a price discount would be a trade off.

Your immediate supervisor has given you the following tasks.

- design a rough draft of a marketing research survey
- determine the possible method(s) for distributing the survey
- justify the survey and plan

Today he/she has called you in to discuss your progress.

The event will start when Mr./Ms. Williams (judge) greets you. You may use notes but turn them in to the adult assistant. Be sure to leave your survey with the judge for evaluation.

JUDGE'S INSTRUCTION SHEET

Read all event material.

Review attached evaluation form.

The adult assistant will give you the student's I.D. sticker attached to the evaluation sheet before you meet the student to assure a more businesslike start to the oral presentation.

You will assume the role of Mr./Ms. Williams, marketing director for the D.E.C. Research Company. The student will assume the role of marketing executive. You have asked the student to prepare a marketing research plan and instrument for a client. One of your main concerns is how the instrument can assist your client in determining alternative methods of distributing their product..

The student has had 20 minutes to prepare for this event and has a maximum of 15 minutes to present orally to you. The student may use notes and the survey in the presentation. Keep survey to attach to evaluation.

The judges will role-play the event before meeting the first student.

At the conclusion of the event, you should tell each student one competency they performed well and one area that needs additional work or improvement. However, in the interest of time, it is important you please keep this discussion to about one minute.

Keep the first three student evaluations. After the fourth student, keep only the top score and continually submit all other completed evaluations to the adult assistant running the event. Keep the student's research surveys and attach to evaluation.

You will greet the student after they enter the room. The students will then begin their presentation.

Run-offs will start after lunch. The adult assistant will check with you later this morning to see if you will be able to judge the run-offs in the afternoon.

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

GENERAL MARKETING
SUPERVISORY LEVEL
ECONOMIC CONCEPTS
COMMUNICATIONS–89

EVALUATION SHEET

Participate in Staff Meetings

1. The student opened/closed the meeting in an appropriate manner.

0	1	2	3	4	5
Inappropriate			Fair		Very appropriate

2. The student maintained interest and enthusiasm during the presentation.

0	1	2	3	4	5
No enthusiasm or interest			Fair		Much enthusiasm

3. The student used proper grammar and vocabulary.

0	1	2	3	4	5
Inappropriate			Somewhat appropriate		Very appropriate

4. The student maintained a positive attitude throughout the meeting.

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
Negative attitude			Fair		Very positive attitude

Make Suggestions to Management

5. The student explained and justified the marketing research plan.

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
No explanation			Fair		Excellent explanation

6. The marketing research instrument and plan was realistic and feasible

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
Unrealistic			Somewhat realistic		Very realistic

Explain Marketing Functions

7. The student explained how the marketing research plan would gather information helpful to make decisions.

0	1-2	3–4	5–6	7–8	9–10
No explanation			Fair		Excellent explanation

8. The student selected method(s) of distributing the survey that were appropriate and feasible.

0	1–2	3–4	5–6	7–8	9–10
Inappropriate			Fair		Very appropriate, feasible

Explain the Nature of Channels of Distribution

9. The student's marketing research instrument considered various alternatives (ex: showroom, catalog, telemarketing) to the present channel of distribution.

0	1–2	3–4	5–6	7–8	9–10
No consideration			Fair		Much consideration

Explain the Concept of Marketing Strategies

10. The student identified the marketing strategies important in their marketing research plan (ex: pricing, location).

0	1–2	3–4	5–6	7–8	9–10
No strategies			Fair		Excellent strategies

Explain the Concept of Market and Market Identification

11. The rationale for the marketing research plan was based on sound marketing fundamentals.

0	1–2	3–4	5–6	7–8	9–10
No rationale			Fair rationale		Excellent rationale

Maintain Appropriate Personal Appearance

12. The student dressed in a business-like manner.

0	1	2	3	4	5
No			Somewhat		Yes

RUN-OFF / STUDENT

Based on this morning's event, you are to select three questions from your survey that you feel will be most beneficial to Leisure Sports Company in helping them gain results to solve their problems.

Read these three questions to the judge(s) and justify how they can be useful to Leisure Sports. The judge(s) amy follow-up your presentation with questions.

You will have 5 minutes to prepare and 5 minutes to present.

RUN-OFF / JUDGES

Each judge will evaluate every student independently using the run-off evaluation form. Completed evaluations will be submitted to the adult assistant for tabulation.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, or third, discussion among the judges will be permitted to select the top award winners.

After the student enters the room, he/she will present three questions from their survey that they feel will help Leisure Sports gain results in solving their problem. They will justify how these questions can be useful to Leisure Sports.

The student will have a maximum of 5 minutes to present orally to the judges. Follow-up questions may be asked by the judge(s) but only for clarity of the presentation.

STUDENT I.D. NUMBER

GENERAL MARKETING
SUPERVISORY LEVEL
ECONOMIC CONCEPTS
COMMUNICATIONS–89

RUN-OFF / EVALUATION SHEET

1. The student explained how the marketing research questions would gather information helpful to make decisions.

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
No explanations			Fair		Excellent explanation

2. The rationale for the research questions selected was based on sound marketing fundamentals.

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
No rationale			Fair rationale		Excellent rationale

3. The student communicated his/her ideas effectively.

0	1 -2	3 - 4	5 - 6	7 - 8	9 - 10
Not at all			Fair		Excellent

STUDENT I.D. NUMBER

GENERAL MARKETING
SUPERVISORY LEVEL
ECONOMIC CONCEPTS
COMMUNICATIONS–89

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with the student instructions, contest sheet, evaluation and judge's instruction sheet

Discuss the contest and have the judges role-play the event before they meet with the students.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to an evaluation sheet and give it to the judge.

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, have the judge keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

Thank you!

NOTE: PLEASE COLLECT ALL CONTEST MATERIALS FROM EACH STUDENT AFTER THEY COMPLETE THE EVENT.

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COMPETENCIES TO BE TESTED:

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematical problems involving percentages

Solve first-degree algebraic equations

Make change

Inspect for counterfeit currency

Prepare cash drawers/banks

Close out register/terminal

Verify/record cash

Calculate tax, discounts, and miscellaneous charges for purchases

Complete charge sale transactions

Accept customer/client checks

Complete sales checks

BRIEF DESCRIPTION OF THE EVENT:

This will be a written 50 question multiple choice test. Selected questions will be used to break ties, with time being used as a final tie breaker.

MATERIALS NEEDED:

Two No. 2 Pencils

Non-solar powered Calculator

STUDENT INSTRUCTION SHEET

Do not turn over this sheet until you are told to do so. You will have 50 minutes to complete this event. Record all answers on the scan tron sheet which is provided. To record an answer, darken the letter of the answer that you feel is most correct. Use only a No. 2 pencil. To change answers, remember to thoroughly erase the old answer before entering the new one. If you have any questions raise your hand and the adult assistant will assist you. There is no talking during the test.

Student ID stickers are to be attached to the scan tron sheet as instructed by the adult assistant.

Return test booklet and scan tron sheet to the adult assistant when done.

You are allowed to use a calculator, but you may not borrow one from another student taking the test during the same test period.

Certain questions will be used as a tie-breaker.

Each question is worth two points.

Ties will be broken using key questions and tie as the final tie-breaker.

Sales tax should be calculated at the rate for the State of Wisconsin (five percent) when indicated.

NOTE For Math Questions Only

- * Round off answers 5 or above to the higher hundredth or cent. (Ex. $43.958 would be $43.96).
- * Round off answers 4 or below to the lower hundredth or cent. (Ex. $123.564 would be $123.56).

CONTEST SHEET

1. What is the total dinner bill if individuals ordered entree's costing 7.89, 6.75, 13.20 and 8.65?

   a. $37.54 b. $37.45 c. $54.74 d. $36.49 e. None of these

2. If a fisherman's platter dinner is priced at $14.50 less a 20% discount, what is the reduced price?

   a. $14.21 b. $11.60 c. $2.90 d. $17.40 e. None of these

3. What is the State of Wisconsin sales tax on a check of $32.83?

   a. $1.31 b. $34.47 c. $0.16 d. $1.64 e. None of these

4. What is the amount due on a check of $48.70 with required 15% gratuities and state of Wisconsin tax?

   a. $58.81 b. $58.47 c. $58.45 d. $58.62 e. None of these

5. A bill for dinner totals $23.35, a senior citizen discount of 5% apples. What is the amount due before tax?

   a. $22.18 b. $11.68 c. $1.17 d. $11.67 e. None of these

6. The above patron wishes to leave a tip of 15% before discount. How much is the tip?

   a. .33 b. $25.51 c. $3.50 d. $3.33 e. None of these

7. Three guests wish to evenly divide a check of $28.86. How much would each pay?

   a. $4.81 b. $9.62 c. $8.88 d. $9.26 e. None of these

8. A check totaling $78.68 is paid for using a $40.00 gift certificate. What amount is due in cash?

   a. $110.68 b. $40.61 c. $38.68 d. $40.51 e. None of these

9. What is the total cost of four people eating at a $4.49 + tax buffet?

a. $18.86　b. $18.85　c. $26.94　d. $18.68　e. None of these

10. A breakfast buffet charges $4.99 + tax per adult and children at .75¢ per year through age 6. What is the cost for three adults and three children ages 2, 5, and 8?

a. $27.23　b. $29.94　c. $26.47　d. $25.21　e. None of these

11. The person who writes a check is called the

a. payee　b. executor　c. drawer　d. drawee　e. None of these

12. How much change is due if a guest check totals $28.38 and the customer give you a $50 bill and three pennies?

a. $21.62　b. $21.65　c. $21.63　d. $26.15　e. None of these

13. Which of the following conditions might be evidence of fraud on a personal check?

a. the correct date　b. odd spacing of figures　e. None of these
c. legible handwriting　d. post dating

14. Employees of George's Steak House receive a 12% employee discount. What is the amount due including tax and a check of $41.75?

a. $38.58　b. $38.61　c. $43.31　d. $36.74　e. None of these

15. What was the amount of discount in the above transaction?

a. $2.13　b. $5.27　c. $5.01　d. $6.88　e. None of these

16. The most common bill counterfeited is a

a. $1　b. $5　c. $10　d. $20　e. None of these

17. How many 8 ounce servings can a customer expect form a two quart pitcher of soda?

a. 32　b. 16　c. 4　d. 8　e. None of these

18. If the portion of butter served per dinner roll is ¼ tablespoon, how many servings can be obtained from a cup of butter?

    a. 4 b. 8 c. 12 d. 16 e. None of these

19. How may 4 oz. hamburgers can be made from 20 lbs. of meat assuming a 5% waste factor?

    a. 64 b. 76 c. 80 d. 5 e. None of these

20. How many one-third pound haddock filets can be served from 50 lbs. of haddock?

    a. 16.7 b. 200 c. 150 d. 10 e. None of these

21. How many teaspoons of cream can be obtained from a pint?

    a. 96 b. 48 c. 144 d. 12 e. None of these

22. A customer's food bill totals 27.16 and their bar tab included 8 drinks @ $1.20. What was the customer's total including Wisconsin sales tax on the food?

    a. $38.12 b. $36.76 c. $38.60 d. $29.78 e. None of these

23. The customer in the above problem is entitled to a 5% senior discount on his meals. What was the amount of discount?

    a. $32.64 b. $1.36 c. $3.27 d. $1.43 e. None of these

24. When counting change back to a customer, you should –

    a. thank the customer and place change on counter.
    b. count the bills first and then the change.
    c. count the coins first and then the bills.
    d. count the change as rapidly as possible.
    e. None of these

25. Your advertising rate for the local newspaper ad is $11.80 col. inch. What is the cost of a three column ad that is 6 inches deep?

    a. $212.40 b. $35.40 c. $181.08 d. $70.80 e. None of these

26. Your restaurant charges an extra 5% for carryout orders. What is the total due including tax on an order of $17.73?

a. $26.60 b. $23.08 c. $19.50 d. $19.55 e. None of these

27. At the Adageo Restaurant, the waiters and waitresses average 11½% tips on total sales. Last evening total sales were $1,275.86. Assuming the tips were "on the average", what was the total amount of tips collected?

a. $14.67 b. $146.72 c. $1,422.58 d. $149.94 e. None of these

28. The four waiters/waitresses working from the above problem split all tips evenly. What amount would each take home?

a. $355.65 b. $37.49 c. $36.68 d. $312.81 e. None of these

29. The 4R Family Restaurant is offering a special! Buy one meal and the second meal is 40% off. (You pay for most expensive) A couple orders a steak @ $10.50 and roast duck at $14.25. What would the price of the two meals be before tax?

a. $9.90 b. $20.55 c. $14.85 d. $24.75 e. None of these

30. The waitresses at the 4R accounted for the following sales last night:

Sue	$465.82
Judy	$503.28
Corrinne	$381.08
Pat	$196.18

What was the average sale per waitress?

a. $386.60 b. $1,546.36 c. $386.59 d. $6,184.44 e. None of these

31. If Sue averaged tips of 9 3/8%, how much did she make last night?

a. $43.67 b. $436.94 c. $43.69 d. $43.68 e. None of these

32. Judy averaged 10 ¾% in tips and is paid $3.85 per hour. In her six hour shift, how much did she earn?

a. $23.10 b. $541.03 c. %54.10 d. $77.20 e. None of these

33. Corrinne average 9½% in tips. In her six hour shift, what did she average per hour in tips?

a. $217.22 b. $6.03 c. $36.20 d. $6.04 e. None of these

34. What was Pat's average in sales per hour during her five hour shift?

a. $39.23 b. $33.92 c. $39.24 d. $392.36 e. None of these

35. The total of cash, checks and credit in your register is $2,875.61. You had refunds of $18.08. Opening change fund is $50.00. What amount of cash did you receive for the day?

a. $2,857.53 b. $2,807.53 c. $2,825.61 d. $2,907.53 e. None of these

36. If the detail audit slip is less than the cash drawer, the cash is

a. over b. short c. voided d. proved e. None of these

37. Cash sales totaled $386.08 for the lunch period. Voids total $18.06. The opening fund is $100.00. The total amount of cash in the register should be?

a. $468.02 b. $486.08 c. $286.08 d. $368.02 e. None of these

38. What is the amount of cash in bank deposit given the following?

Register Opening $47,867.22
Refunds total $23.08
Register closing $51,377.07
Charges were $96.91

a. $3,436.82 b. $3,366.78 c. $3,389.86 d. $3,486.77 e. None of these

39. How many 6 oz. cups of coffee can be served from a 2.5 gallon can of coffee (assume a 3% loss from waste).

a. 57.2 b. 16 c. 53.3 d. 51.7 e. None of these

40. How much coffee was lost in question 39?

a. $9.60 b. 9.6 lb. c. .96 oz. d. 9 3/5 oz. e. None of these

Use for Problems 41-46

At the Fantasy Restaurant, tips are shared by the entire staff based upon the number of hours worked during the week.

Week February 15 to February 21

Total Tips $422.28

Name(s)	Hours Worked
Joan	30 hours
Al	20 hours
Bill	22 hours
Mike	35 hours
Judy	40 hours
Sue	32 hours
Jack	16 hours

41. What were the total payroll hours for the week?

    a. 212 b. 195 c. 653.25 d. 179 e. None of these

42. If employees are paid a per hour rate of $2.90, what was payroll cost for the week?

    a. $5,655.00 b. $56.50 c. $565.50 d. $665.50 e. None of these

43. What was the average per hour of Mike's tips?

    a. $2.17 b. $52.19 c. $12.17 d. $76.01 e. None of these

44. Who averaged the largest per hour in tips?

    a. Mike b. Judy c. Jack d. Bill e. None of these

45. What was the average of tips per hour?

    a. $21.66 b. $2.17 c. $2.16 d. $52.79 e. None of these

46. If sales for the week were $4,932.17, what was the percentage of tips to sales for the week?

    a. 8.5% b. 11.68% c. 8.6% d. 9.7% e. None of these

47. One a sale of $7.62 a customer give you $20.00. How may nickels should you give in change if the cashier gives back the fewest coins possible?

a. 1 b. 2 c. 0 d. 4 e. None of these

48. A customer's dinner order was $18.88. Through suggestion selling you sell two slices of pie a la mode at $1.35 each. Assume you receive 15% tip. How much additional would your tip be due to the suggestion selling?

a. $3.24 b. $2.83 c. .41¢ d. $3.23 e. None of these

49. If a dinner check is to be charged to a major credit card, the sales tax is:

a. not calculated b. up to store policy c. eliminated
d. charted at state rate e. None of these

50. Which of the following is a bank card?

a. VISA b. American Express c. Carte Blanche
d. Discover e. None of these

ANSWER KEY

1. d
2. b
3. d
4. c
5. a
6. c
7. b
8. c
9. a
10. c
11. c
12. b
13. b
14. a
15. c
16. d
17. d
18. d
19. b
20. c
21. a
22. a
23. b
24. c
25. a
26. d
27. b
28. c
29. b
30. c
31. a
32. d
33. b
34. c
35. b
36. a
37. a
38. c
39. d
40. d
41. b
42. b
43. a
44. b
45. b
46. c
47. c
48. c
49. d
50. a

TIE-BREAKER

1. 39
2. 21
3. 46
4. 32
5. Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their ID stickers on the scan tron sheet.

Have all students look through the test to be sure they:

- have all pages
- have no duplicate pages
- have no blank pages

Submit all scan tron sheets to the Series Director, they may have you run them through a machine for corrections.

Collect all student testing materials from each student before they leave.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 50 minutes to complete this test.

Note the tie breaking procedure identified on the answer key. Record the time to complete the test on the scan tron sheet.

Recalculate all scores to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

IS VE 37★

RESTAURANT MARKETING
FULL SERVICE
SELLING/MATH/COMMUNICATION-89

COMPETENCIES TO BE TESTED:

Open the sales presentation

Question/probe for information

Use feature/benefit selling

Close the sale

Use suggestion selling

Explain follow-up techniques

Explain features/benefits of menu items

Handle customer/client objections

Explain basic food preparation methods

Demonstrate appropriate creativity

Calculate tax, discounts and miscellaneous charges for purchases

Seat guests according to restaurant policy

Use company promotional material for selling information

BRIEF DESCRIPTION OF THE EVENT:

The student will role-play a selling situation with the judge acting as a customer.

There will be a run-off in this event.

MATERIALS NEEDED:

Calculator

Pen/Pencil

Notecards

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 15 minutes to complete the role-playing situation with the judge.

Give your ID sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. After the event, give all written notes to the adult assistant before leaving the area.

You should initiate the conversation with the judge as soon as you approach them.

CONTEST SHEET

The Precon Corporation, which is headquartered only one mile away from your restaurant, The Patriot, has sent you the attached letter. Your role is to be the banquet manager of the Patriot. Your appointment has been confirmed for March 4.

You know that getting this customers business will be very important and will improve the image and reputation of the Patriot in the eyes of the business community. You already have a sparkling image as a family gathering and wedding facility.

Precon is a major distributor of gas, oil and automotive parts throughout Wisconsin. A positive recommendation from Precon would carry tremendous weight in helping land future corporate business.

Using the menus, fact sheet and function sheets provided, plan your presentation which should include room suggestions, meal recommendations, estimated costs and anything else you feel is needed to land this account.

PRECON CORPORATION
3456 S. ELLIOTSWAY
WALTRIP, WI 55432
(414) 754-0987

March 2, 1989

The Patriot
4598 E. Petty Road
Waltrip, WI 55432

Dear Sirs:

We are in the process of finalizing arrangements for our annual corporate management meeting and membership dinner meeting. Both of these activities are scheduled for July 29, 1989.

The management meeting and lunch must begin by 10:00 a.m. and will conclude by 2:00 p.m. A working luncheon should be served at noon. There will be 40-45 members of the management staff from throughout Wisconsin present for this meeting.

That evening Precon will hold it's annual dinner meeting at 7:00 p.m. An estimated 800 people will attend, with Precon paying all of the banquet expenses for the evening. A dance will follow the brief meeting and program after dinner.

We have held our annual gathering at several different halls in the past years. Our gathering though, has outgrown most of the accommodations in this area.

I would appreciate the opportunity to listen to a proposal from The Patriot, as we need to finalize arrangements by March 15.

I would like to meet and review your proposal on Friday, March 4 at our corporate headquarters. Please confirm a time and feel free to contact me with any questions.

Sincerely,

Pat Andrews
Public Affairs Director

WISCONSIN LARGEST DISTRIBUTOR OF OIL, GAS AND AUTOMOTIVE PARTS.
SERVING THE MIDWEST FOR OVER 50 YEARS!

THE PATRIOT

4598 E. PETTY ROAD
WALTRIP, WI 55432
(414) 754-9831

THE PATRIOT
THE VALLEY'S FINEST BANQUET CENTER
INFORMATION SHEET

The Patriot banquet facility, located in rural Waltrip, Wisconsin, is a family owned and operated restaurant and meeting center. The Patriot has been in operation for 21 years and has become the Valley's most popular place to hold weddings and family and corporate gatherings. The Patriot features a variety of meal choices and serving plans, all tastefully prepared and professionally served.

The Patriot is easily accessible from several major highways and is centrally located within the Fox Valley metropolitan area.
The Patriot consists of three major halls, none of which adjoin. All are served by separate bars in addition to the large main bar and entry area.

THE BEN FRANKLIN ROOM

Seats 700 For Family Style Dinners
Seats 450 For Buffet Style (Circle Tables of 10)
Seats 1,000 For Theatre Style Assembly

THE GEORGE WASHINGTON ROOM

Seats 450 For Family Style Dinners
Seats 300 For Buffet Style (Circle Tables of 10)
Seats 600 For Theatre Style Assembly

THE ABRAHAM LINCOLN ROOM

Seats 400 for Family Style Dinners
Seats 325 For Buffet Style (Circle Tables of 10)
Seats 500 For Theatre Style Assembly
This Room Can Be Divided Into Three Rooms Of Equal Size.

THE FOX VALLEY'S FINEST BANQUET CENTER!

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WALTRIP, WI 55432
(414) 754-9831

THE PATRIOT DINNER MENU

FAMILY STYLE
(sit-down)

SELECT TWO ENTREES FROM THE LIST BELOW:

Sirloin Tips
Country Fried Chicken
Broiled Haddock
Fried Haddock
Hawaiian Ham

All meals include: Mashed potatoes, choice of vegetable, rolls, sage dressing, gravy, relishes, coffee, milk and dessert.

6.50 per plate
.50 per extra entree

BUFFET STYLE
(Circular tables of 10)

Choice of:
Sirloin Tips
Country Fried Chicken
Broiled Haddock
Fried Haddock
Popcorn Shrimp
Hawaiian Ham

All meals include: Mashed potatoes, choice of vegetable, rolls, sage dressing, gravy, relishes, coffee, milk and dessert

5.10 per plate
.50 per extra entree

Additional bakery and snack items are priced as listed.
All prices subject to 5% tax and 10% gratuity.
Bar Service is available on a cash only basis as per local ordinance.
Drink tickets, good for any type drink, are available at a cost of $1.25 each.

AV and sound equipment available at no charge.

THE FOX VALLEY'S FINEST BANQUET CENTER!

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THE PATRIOT LUNCHEON MENU

Luncheon is served from 11:00 a.m. to 2:00 p.m.
Select one of the following choices for your family or business clients

OPEN FACED RUEBEN SANDWICH
salad, vegetable
coffee, tea, milk.
$4.10

HOT HAM AND SWISS CROISSANT
served with zucchini sticks
fruit cup
coffee, tea, milk
$3.95

CHEF SALAD
choice of dressing
rolls
coffee, tea, milk
$3.80

CHICKEN SALAD CROISSANT
chips, fruit cup
coffee, tea, milk
$3.95

DELI PLATE
cold cuts, cheese
potato salad, rolls
coffee, tea, milk
$3.80

SANDWICH BUFFET
(25 person minimum)
choice of cold cuts, cheeses,
cole slaw, relishes, jellos,
breads and baked beans
coffee, tea, milk
$4.65

Please order your menu choice 48 hours prior to your luncheon date.
Additional bakery and snack items are priced as listed.
All prices subject to 5% tax and 10% gratuity.
Bar service is available on a cash only basis as per local ordinance.
Drink tickets, good for any type drink, area available at a cost of $1.25 each.

AV and sound equipment available at no charge.

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BAKERY

Fresh Bakery Sweet Rolls and Raised Donuts per dozen	$12.00
Cake Donuts per dozen	5.00
Cookies per dozen	3.00
Assorted Muffins and Coffee Cakes per dozen	8.00

BEVERAGES

Coffee per gallon (18 cups)	$ 9.00	Soft Drinks per can	$ .60
Coffee per pot (8 cups)	4.00	Assorted Fruit Juice per carton	.50
Brewed Decaffinated per gallon	10.00	Orange Juice per gallon	14.00
Sanka or Tea per bag	.50	Lemonade per gallon	8.00
Milk per ½ pint	.50	Ice Tea per gallon	8.00

SNACKS

(approximately 50 servings)

Honey Roasted Peanuts	$30.00
Mixed Nuts	40.00
Chips with Dip	15.00
Pretzels	15.00
Party Mix	20.00

HORS D' OEUVRES

(50 pieces)

Shrimp with Cocktail Sauce	$45.00	Fried Mini-Shrimp	$14.00
Breaded Mushrooms	20.00	Deep Fried Zucchini	12.00
Bacon Wrapped Chicken Livers	30.00	Egg Rolls	12.00
Swedish or BBQ Meatballs	12.00	Cheese Fries	15.00
Cocktail Franks	12.00	Relish Tray with Dip	20.00
Chicken Nuggets	15.00	Cold Cut Platter	35.00
Steak Tartare (2½ lb.)	30.00	Cheese with Crackers	20.00
Quiche Lorraine	25.00	Cheese Spread with Crackers	16.00
Deviled Eggs	12.00	Filled Cocktail Buns	40.00
Mini Reubens	30.00	Fruit Plate	30.00
Tray of Smoked Trout	75.00		

THE FOX VALLEY'S FINEST BANQUET CENTER!

THE PATRIOT FUNCTION SHEET

GROUP ____________________ DATE ____________________

CONTACT ____________________ MARQUEE MESSAGE: ____________________

PHONE ____________________ # OF PEOPLE MEETING: ____________________

LUNCH ____________________

DINNER ____________________

CASH BAR ____________ DRINK TICKETS ____________ $ ____________

BILLING ADDRESS: ____________________

BILLING DATE AND SPECIAL INFORMATION: ____________________

ROOM SET-UP:

ROOM: ____________

Describe needed room set-up

ROOM: ____________

Describe needed room set-up

ROOM: ____________

Describe needed room set-up

MEALS: TIME ____________ $ ____________
(per person)

ROOM ____________ Buffet - Family

____________ Buffet - Family

____________ Buffet - Family

MENU AND COSTS

Meal 1 ____________________

____

____

Meal 2 ____________________

____

____

Total Cost Meals ____________________

Other Charges ____________________

____

Tax ____________________

Total Function Cost ____________________

Proposal Prepared by: ____________________ Proposal Accepted by: ____________________

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of a public affairs officer in a large corporation called Precon. The student will approach you and begin a 15 minute interview in his/her role as banquet manager for Patriot's.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the ID sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE YOU MAY BE INVOLVED IN THIS ROLE-PLAY. Discuss with other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask questions for clarification but all students must be treated the same.

The event will begin when the Banquet Manager (student) greets you as the public affairs officer.

Questions you may wish to consider during the interview:

Q – What is the benefit and difference to the style of banquet seating you recommend?
(A student should compare and contrast style)

Q – Can your restaurant really handle our group size professionally and expediently? Justify!

We really are out to make an impression of unity and togetherness (one big family). How can you accomplish this?

The buffet is less expensive,why don't we go with this?

RESTAURANT MARKETING
FULL SERVICE
SELLING/MATH/COMMUNICATION-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

OPEN the sales presentation.

1. Did the student begin the presentation with an introduction, hand shake and in a professional manner?

0	1	2	3	4	5
No	1 of 3 all		2 of 3		Did it

Questioned/probe for information.

2. Did the student seek additional information from the client to make an accurate and complete proposal? Includes information about head table, dance set-up, AV needs, etc.

0	1	2	3	4	5	6	7	8	9	10
No		Few questions	Asked some questions				Sought most info needed		Asked excellent questions	

Using company promotional material for selling information

3. Did the student utilize the function sheets, room descriptions and menu sheet to explain and sell.

0	1	2	3	4	5	6	7	8	9	10
No	Referred verbally to sheets				Showed material		Showed and briefly explained		Explained with reference to material	

Explain features/benefits of menu items

4. The student explained the types of food service plans available.

0	1	2	3	4	5
Not at all	Seemed confused		Better		Excellent

5. The student gave sound reasons for recommendations made in the proposal function sheet.

0	1	2	3	4	5	6	7	8	9	10
Not at all				Somewhat					Well Done!	

Explain basic food preparation methods.

6. Student understood and explained new products and preparation.

0	1	2	3	4	5
Not done	Somewhat	Excellent			

Seat guests according to restaurant policy.

7. The student selected the appropriate rooms and service style based on number of guests.

0	1	2	3	4	5
Not at all	Poor Choices		Average Choice		Creative Usage!

STUDENT I.D. LABEL ________________

TOTAL POINTS ________________

JUDGE'S INITIALS ________________

RESTAURANT MARKETING
FULL SERVICE
SELLING/MATH/COMMUNICATION-89

EVALUATION SHEET

Used feature/benefit selling.

8. Did the student interpret features of the restaurant into benefits for the client?

0	1	2	3	4	5	6	7	8	9	10
Not at all			Limitedly			Somewhat				Really sold benefits

Handle customer/client objections

9. The student explained and overcame client objections.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Poorly			Better		Good			Well done!

Calculate tax, discounts and miscellaneous charges for purchases.

10. The student accurately calculated price, tax, charges and explained calculations to the judge.

0	1	2	3	4	5	6	7	8	9	10
Not at all		Poor			Average			Very Good		Excellent

Closed the sale.

11. Did the student close the sale in an appropriate, timely and professional manner?

0	1	2	3	4	5	6	7	8	9	10
Not at all		Weak Close	Okay Close				Good Close			I'll take it all!

Use suggestion selling.

12. Student attempted to sell more than just basic food service in an attempt to enhance the the function.

0	1	2	3	4	5
Not at all			Somewhat		What a sales Rep!

Demonstrate appropriate creatively

13. The student's solution was a creative and realistic approach that would help insure future sales.

0	1	2	3	4	5
Not at all			Average		Very creative

Total Points ________________

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

It's now the day after the Precon dinner/meeting.

1. How would you follow-up this sale to evaluate its success?

One judge should ask the question of the student to begin the run-off.

Each judge will evaluate each student independently without discussion. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

RUN-OFF / STUDENT

It's the day after the Precon meeting and dinner.

How would you follow-up on this dinner/meeting to evaluate it's success?

You will have 5 minutes to prepare your response.

You must begin your response after the judge asks you the question.

____
STUDENT I.D. NUMBER

RESTAURANT MARKETING
FULL SERVICE
SELLING/MATH/COMMUNICATION-89

RUN-OFF / EVALUATION SHEET

1. Did the student present a realistic answer to the problem?

   0 1 2 3 4 5 6 7 8 9 10

2. Did the student attempt to secure additional commitments for the business?1.Did the student present a realistic answer to the problem?

   0 1 2 3 4 5 6 7 8 9 10

3. Did the student demonstrate appropriate knowledge and professionalism in his presentation?

   0 1 2 3 4 5 6 7 8 9 10

Total Points _______________

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE STUDENT.***

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Thank the judges and do what you can to make their day enjoyable.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

IS VE 37★

RESTAURANT MARKETING
FULL SERVICE
COMMUNICATIONS/
MANAGEMENT & SUPERVISION-89

COMPETENCIES TO BE TESTED:

Determining hiring needs

Explain techniques for recruiting new employees

Select new employees

Explain the nature of employee training/human resource development

Explain the nature of effective communication

BRIEF DESCRIPTION OF THE EVENT:

You will assume the role of an assistant manager for Alex's Restaurant. You will be given a case problem to read and then prepare an oral presentation.

There will be run-offs in this event.

MATERIALS NEEDED:

Pen or pencil

Paper or notecards

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 10 minutes to complete the role-playing situation with the judge.

Give your ID sticker to the adult assistance in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. After the event, give all written notes to the adult assistance before leaving the area.

You should initiate the conversation with the judge as soon as you approach them.

Remember . . . you are the assistant manager of Alex's Restaurant and you will be speaking to your manager, whom is your supervisor.

CONTEST SHEET

You are employed as the assistant manager of a local family owned restaurant, Alex's, that has been in operation for 25 years. Your business has been prospering and last year sales increased at the rate of 5% over the previous year. You are meeting with the owner and discussing the future of the business and a recent problem.

Since your business is growing, you have job openings on a continuous basis. You have been receiving fewer and fewer applicants for employment. The quality of the applicants has also declined. Your staff turnover has also increased significantly during the past 6 months. It seems the young people are leaving for alternate jobs in area shopping malls.

The owner has given you the responsibility of determining the problem and developing a possible solution. Together you have identified the following:

a. There are fewer people under the age of 18 in your employment area.

b. The population over the age of 60 is increasing the fastest of all population groups.

c. Your industry has lost its attractive appeal in terms of a pleasant place to work.

d. You have a substantial investment in training new employees and thus you want to retain them once they are trained.

You are to develop a plan to address the problem described. In doing so, identify:

- the target market(s) for potential employees
- the most appropriate channel or strategy to reach that market
- methods of retaining present employees
- present compensation methods as they relate to selection, retention and productivity.

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of the manager of Alex's Restaurant.

The student who will approach you is your assistant manager. You have assigned them to solve your business problem of frequent employee turnover, and recruitment problems. (see student instructions)

The assistant manager will have 10 minutes to make the presentation to you. The event assistant will provide you with a contest evaluation form which has the students ID sticker on it. When the student comes in they are to initiate the conversation.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the adult assistant running the event.

The adult assistant will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE-PLAY. Discuss with other judges the indicators of correctly meeting each evaluation form. Specific questions will be provided to you to ask each student.

There will be run-offs for this event from each judges group.

*Below are a few questions you are to use as the student makes their presentation.

*All judges will use the same questions for all students.

1. Why have you decided on this target market?
2. What do you see as being wrong with this industry that we can't keep any long term employees?
3. How are you going to communicate to the target market - reach them?
4. Explain the nature of employee training/human resource development.

Other questions may be presented and agreed upon by other judges in this orientation session.

The event will begin when the assistant manager (student) greets you.

You will be assuming the role of the manager of Alex's Restaurant. The student who will approach you is your assistant manger. You have assigned them to solve your business problem of frequent employee turnover, and recruitment problems. (see student instructions).

RESTAURANT MARKETING
FULL SERVICE
COMMUNICATIONS/
MANAGEMENT & SUPERVISION-89

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET

Determine Hiring Needs

1. Student defined appropriate target markets.

0	1	2	3	4	5	6	7	8	9	10
Not at All						Somewhat (lots of markets)				Well Done

2. Student logically justified selection of primary target markets.

0	1	2	3	4	5	6	7	8	9	10
Not at All		Poor				Somewhat				Well Done

Explain techniques for recruiting new employees.

3. Student used appropriate communication channel to reach target market.

0	1	2	3	4	5	6	7	8	9	10
Not at All		Poor				Somewhat				Well Done

4. Student demonstrated creativity in developing recruiting techniques.

0	2	4	6	8	10	12	15
Not at All		Some Creativity		Average			Very Creative

Select new employees.

5. Student demonstrated knowledge of the relationships between compensation and hiring.

0	1	2	3	4	5	6	7	8	9	10
Not at All					Somewhat					Excellent

Explain the nature of employee training/human resource development.

6. Students related importance of proper training to increased employee retention.

0	1	2	3	4	5	6	7	8	9	10
Not at All			Poor			Somewhat				Excellent

7. Students related importance of employee training, job satisfaction, and productivity.

0	1	2	3	4	5	6	7	8	9	10
Not at All		Poor				Somewhat				Excellent

8. Students related the importance of positive employee morale in attracting new employees in retaining present employees.

0	1	2	3	4	5	6	7	8	9	10
Not at All		Poorly			Somewhat					Excellent

Explain the nature of effective communication skills.

9. Student demonstrated appropriate industry knowledge and career awareness as it relates to restaurant marketing.

0	1	2	3	4	5	6	7	8	9	10
Not Really		Very Limited			Somewhat		Very Good			Excellent

10. Student demonstrated professionalism and organization in the presentation.

0	1	2	3	4	5
Not Really			Average		Excellent

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

1. How could we best reach and retain the 25-40 female market?
   What three techniques would you use to hit this target market?

Each judge will evaluate each student independently. An evaluation sheet must be provided on evaluation sheet. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. in the event of a tie, a discussion will take place among the judges to determine the final winner.

RUN-OFF / STUDENT

You have identified several possible solutions to the problem.

In meeting with your owner, you have together decided to first aim your efforts at the 25-40 year old female market.

Now will you most effectively reach and retain this market? Give three possible methods.

You will have 5 minutes to prepare your response.

You will begin your response after the judge asks you the question.

STUDENT I.D. NUMBER

RESTAURANT MARKETING
FULL SERVICE
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MANAGEMENT & SUPERVISION-89

RUN-OFF / EVALUATION SHEET

1. Did the student present a realistic and effective answer to the question?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Weak		Average			Very Good		Excellent

2. Did the student justify the methods used to reach the target market?

0	1	2	3	4	5	6	7	8	9	10
Not at All		Weak Justification			Some Justification			Good Justification		Excellent

3. Did the student demonstrate appropriate knowledge and professionalism in their presentation?

0	1	2	3	4	5	6	7	8	9	10
Not at All			Weak		Average			Good		Excellent

Total Points ______

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role-play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area. All students are to show at the same time for run-offs to protect contest information.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

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Restaurant Marketing
Quick Serve
Management & Supervision/
Human Relations 1989

Competencies to be Tested

Communicate verbally with supervisors in a clear and enthusiastic manner

Address others in a businesslike manner

Demonstrate effective work habits by planning and scheduling work tasks and assignments

Recruit and employ individuals for various jobs

7

Write job descriptions, specifications

Select individuals for various positions based on qualifications, recommendations and experience.

Select and place employees in jobs which they are physically, mentally and emotionally equipped to perform

Use the business policies for making decisions on hiring or promoting

Brief Description of the Event

The student will be involved in a situation involving the promotion of an employee

Materials Needed

Paper/Note Cards

Pen/pencil

Restaurant Marketing
Quick Serve
Management & Supervision/
Human Relations 1989

Student Instruction Sheet

You will be given 30 minutes to prepare for this event. You will have 15 minutes to complete the role-playing situation with the judge.

Give your I.D. sticker to the adult assistant in charge of this event. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. You must leave the contest sheet with the adult assistant before greeting the judge. After the event, give all written notes to the adult assistant before leaving the area.

The judge will initiate the conversation when you meet with him/her in their office.

Judges Instruction Sheet

Read the contest sheet and evaluation sheet before you begin.

Each student will be allowed 30 minutes to prepare for their presentation and 15 minutes to present their ideas to the judge.

Ask at least two questions pertaining to the students list of qualifications.

Keep the first three student evaluations and after the fourth student has been evaluated, keep only the top score and submit all other evaluations to the adult assistant.

It is recommended that the judges discuss this event in a group before judging begins to get an idea of how to evaluate the student.

Contest Sheet

You are a store manager for a restaurant which is part of a fast food chain. Over the past two years a shortage of management personnel has developed. The only alternative to compensate for this shortage of salaried management is to train qualified personnel from your hourly crew.

During the last district meeting you were asked to prepare a list of several people from your hourly crew who you thought would be good candidates for promotions to the management training program. Before you submit the list the district manager asked you to develop a list of all the qualifications an employee must have to be considered for advancement (promotion to the management training program.)

Today when you meet with the judge, who will role-play the district manager. You are to discuss with them the list of qualifications you developed to use as criteria for selecting the crew people to be promoted.

During your prep time prepare the list of qualifications (including job performance and personal characteristics) and a rationale for these qualifications. As stated previously you will go over this list with the judge. Be thorough in developing your qualifications list. Be prepared to respond to questions from the judge regarding your list and rationale.

Restaurant Marketing
Quick Serve
Management & Supervision/
Human Relations 1989

ID # ________________

Evaluation Sheet

1. Did the student demonstrate enthusiasm?

   0 1 2 3 4 5 6 7 8 9 10
   (Little or no enthusiasm) (Average) (Very enthusiastic)

2. Was the student well organized?

   0 1 2 3 4 5 6 7 8 9 10
   (Unorganized) (Had somethings organized) (Very organized)

3. Did the student conduct himself/herself in a businesslike and professional manner?

   0 1 2 3 4 5 6 7 8 9 10
   (Unprofessional) (Acceptable level) (Very professional)

4. Did the student use business information and policies for making decisions?

   0 1 2 3 4 5 6 7 8 9 10
   (Limited) (Accept level) (Very thorough)

5. Was the list of job performance qualifications appropriate to the position of manager trainee?

   0 1 2 3 4 5 6 7 8 9 10
   (Not appropriate) (Appropriate) (Very thorough)

6. Was the student able to explain the rationale for the above qualifications?

   0 1 2 3 4 5 6 7 8 9 10
   (Unable to explain) (Able to explain) (Explained very thoroughly)

7. Was the list of personal characteristics appropriate for the position of manager trainee?

   0 1 2 3 4 5 6 7 8 9 10

((Not appropriate) (Appropriate) (Very thorough)

8. Was the student able to explain the rationale for the above personal characteristics?

0 1 2 3 4 5 6 7 8 9 10
(Unable to explain) (Able to explain) (Explained very thoroughly)

9. Was the student able to respond to questions from the judge(s)?

0 1 2 3 4 5 6 7 8 9 10
(Not able to respond) (Able to respond) (Very good responses)

10. Did the student speak clearly; use correct grammar.

0 1 2 3 4 5 6 7 8 9 10
(Unclear) (Acceptable) (Very clear)

Restaurant Marketing
Quick Serve
Management & Supervision/
Human Relations 1989

Run/Off Student

This event will consist of two questions being asked by a panel of judges. You will have five minutes to organize your thoughts and a maximum of five minutes to answer these questions from the judges.

1. What do you believe is the most important qualification for someone to be a manager in a fast food restaurant?
2. What is the role of the manager in a quick serve restaurant?

These questions are based on this morning situations. You will not be allowed to bring notes into the run-off.

Run-off/Judges

The students will have five minutes to organize their thoughts and five minutes to present their ideas to the questions.

After the student enters the area, select one judge to ask each student the following questions.

1. What do you believe is the most important qualification for someone to be a manger in a fast food restaurant?

2. What is the role of the manager in a quick serve restaurant?

Each judge will rank each response on a scale of 1-10 using the ranking sheet provided.

Completed evaluations will be submitted after each presentation to the adult assistant to average scores from all judges.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, or third, discussion among the judges will be permitted to select the top three award winners.

Restaurant Marketing
Quick Serve
Management & Supervision/
Human Relations 1989

Run-Off Evaluation Sheet

Rate the student on their response to:

Question #1

0 1 2 3 4 5 6 7 8 9 10

Question #2

0 1 2 3 4 5 6 7 8 9 10

Adult Assistant Sheet

Determine that enough tables and chairs have been provided and arranged as necessary

Examine the preparation area and rearrange it if necessary.

Provide the judges with the student instructions, contest, evaluation, and judge's instruction sheet.

After each student's preparation time, the adult assistant will take the next student's I.D. sticker, apply it to an evaluation sheet and give it to the judge. The judge will initiate the conversation.

Collect all contest materials from each student before they leave the prep area. The students may use their notes during the oral presentation. Allow the judges to keep the first three student evaluations. After the fourth student, let the judge keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

All adult assistants are to help with the completion of the entire series until/unless given different instruction.

Thank you for your help today.

IS VE 37★

COMPETENCIES TO BE TESTED

Train employees concerning job responsibilities, duties, policies and procedures, systems, trends, products, and terminology.

Use success or failure constructively in a work situation.

Help each employee have a feeling of pride in his/her company and the worthwhileness of his/her work.

Communicate verbally with customers, employees, supervisors, suppliers, etc., in a clear and enthusiastic manner.

Follow up on the effectiveness of training.

Determine in various situations the most efficient way to get the job accomplished.

Utilize appropriate assertiveness when working with other employees, managers, and customers.

Interview employees regarding corrections and grievances.

Apply appropriate leadership style such as directive, participative, or a combination thereof to motivate others.

Tactfully identify mistakes employees have made and help them constructively correct them.

Address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.

Insure quality of finished product

BRIEF DESCRIPTION OF EVENT

You will be given a situation involving a new employee's work performance.

MATERIALS NEEDED

Notecards

Pens/Pencils

Restaurant Marketing
Quick Service
Human Relations/Communications-89

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 15 minutes to complete the situation with the judge.

Give the adult assistant in charge of this event your ID sticker. They will give this to the judge for your evaluation sheet.

You may use notecards during your preparation time, and these may be taken in with you for reference when you meet with the judge. You must leave the contest sheet with the adult assistant before greeting the judge. After the event, give all written notes to the adult assistant before leaving the area.

The judge will introduce himself/herself to you. They will say to you "Hi, my name is ________________." "Please tell me how you will handle this situation with Bob."

The judge is not role-playing the manager of the restaurant. They will evaluate your explanation of how you will handle the situation. Be thorough and offer explanations of why you would handle the situation in a particular manner.

Discuss specific topics that you would cover with Bob (New employee).

Restaurant Marketing
Quick Service
Human Relations/Communications-89

CONTEST SHEET

You are the crew trainer at a fast-food restaurant. Two weeks ago your friend Bob began working at the same restaurant. You trained Bob how to work fries. (This is the procedure for cooking french fries).

As part of the training procedure, you give an announced (scheduled) checklist quiz to verify a trainee's proficiency at a work station.

You have given Bob two announced checklist quizzes and both times he completed the tasks with 100 percent proficiency. Bob has worked the fry station for eight shifts.

Today you are working as a counter person and Bob is working fries. As you get french fries to fill a food order you notice Bob is not following procedures. The proper procedure is to put a new basket of fries in the cooker when you take a finished basket out. This allows for a continuous supply of product. Bob is not putting the new basket down right away. This is causing a backup at the service counter.

During your prep time, determine how you will handle this situation - what if anything would you say. How would you correct this with Bob, keeping in mind principle of management, motivations and self esteem.

You will explain to the judge how you would handle this situation. Be very specific as to what you would say to Bob if you had a meeting. Also explain the whys behind your decision.

Be prepare to be asked questions by the judge.

Restaurant Marketing
Quick Service
Human Relations/Communications-89

JUDGES INSTRUCTION SHEET

Read the student instruction sheet, contest sheet, and evaluation sheet before you begin.

Each student will be allowed 20 minutes to prepare for their presentation and 15 minutes to present their ideas to the judges.

The adult assistant will deliver each student evaluation sheet with ID sticker on it to you when they escort the student to you. The student will open the role-playing situation.

During the presentation you must ask the student at least two questions pertinent to the situation. Develop these questions during judges orientations.

Keep the first three student evaluations and after the fourth student has been evaluated, keep only the top score and submit all other evaluations to the adult assistant.

It is recommended that the judges role-play this event in a group to get an idea of the event and how to evaluate the student.

Introduce your self to the student to begin this event. "Hi, my name is ________________________." Say to the student "How will you handle the situation with Bob."

RUN-OFF STUDENT

You will have five minutes to prepare your responses for run-offs, and a maximum of ten minutes to respond to the questions frcm the judges. These questions relate to this morning's event.

One of the judges will ask you to respond to the following questions.

1. If I said to you "Ignore the fact that Bob is not following procedure. He'll get it right sooner or later." Would agree or disagree with me and explain why.
2. Why is developing "Bob's" self-esteem important to correcting the situation?

You may not use written notes when responding to the questions from the judge.

RUN-OFF JUDGES

Select one of judges to ask the student/participant the following questions. The student will have a maximum of ten minutes to respond to the questions.

1. If I said to you "Ignore the fact that Bob is not following procedure." "He'll get it right sooner or later." Would you agree or disagree with me.
2. Why is developing "Bob's" self-esteem important to correcting the situation.

When the student has completed the run-off, each judge is to rate the student on their response to each question. The adult assistant will tabulate the scores. In the event of a tie, the judges should attempt to break the tie.

Restaurant Marketing
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Participant ID Number: ____________________

RUN-OFF EVALUATION

Question #1

Did the student identify significant reasons for assuring that procedures are followed at all times?

0 1 2 3 4 5 6 7 8 9 10

Question #2

Did the student identify appropriate objectives for developing self esteem?

0 1 2 3 4 5 6 7 8 9 10

ADULT ASSISTANT INSTRUCTIONS

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with the student instructions, contest, evaluation, and judge's instructions.

Discuss the contest and have the judges role-play the event before they meet students.

After each student's preparation time, the adult assistant will take the next student's ID sticker, apply it to an evaluation sheet and give it to the judge. The student is to begin the presentation as soon as he/she meets the judge.

Collect all contest materials from each student before they leave. Allow the judges to keep the first three student evaluations. After the fourth student, let the judge keep only the top score and submit all other evaluations to the series director.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-offs.

Conduct the run-off for this event. See judge's run-off instructions.

All adult assistants are to help with the completion of the entire service until/unless given different instructions.

During run-offs, give finalist a copy of the original contest sheet for use during prep time.

Thank you for your help.

Restaurant Marketing
Quick Service
Human Relations/Communications-89

EVALUATION SHEET

1. Was dress appropriate for business?

0 1 2 3 4 5
No Ok Excellent

2. Address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.

0 1 2 3 4 5 6 7 8 9 10
No A Little Average Very Much So Excellent

3. Communicate verbally with customers, employees, supervisors, suppliers, etc., in a clear and enthusiastic manner. Ideas were easy to understand?

0 1 2 3 4 5
No Pretty Clear Very Clear

Was enthusiastic during the presentation.

0 1 2 3 4 5
No Ok Very

4. Tactfully identify mistakes employees have made and help them constructively correct them. Explained that they would have to discuss the specific problems with Bob.

0 1 2 3 4 5 6 7 8 9 10
Not mentioned Briefly Mentioned Covered It Stressed It

5. Utilize appropriate assertiveness when working with other employees. The student would be assertive when handling the employee.

0 1 2 3 4 5
No Mention Briefly Discussed Cover Well

6. Help each employee have a feeling of pride in his/her company and the worthwhileness of his/her work. The student stressed to Bob how important his job was.

0 1 2 3 4 5 6 7 8 9 10
No A Little Covered It Very Much So.

7. Apply appropriate leadership style such as directive, participative, or a combination thereof to motivate others. Did student mention he would be asking questions of Bob?

0 1 2 3 4 5

8. Interview employees regarding corrections and grievances. Student mentioned they would have to call Bob in for a meeting.

0	1	2	3	4	5	6	7	8	9	10
Hinted									Mentioned	

9. Follow up on the effectiveness of training. Did they discuss how Bob felt about the training?

0 1 2 3 4 5

10. Train employees concerning job responsibilities, duties, policies and procedures, systems, trends, products, and terminology. Student mentioned they would have to possibly retrain the employee.

0 1 2 3 4 5 6 7 8 9 10

11. Determine in various situations the most efficient way to get the job accomplished. Was the student's method for handling the problem appropriate?

0	1	2	3	4	5	6	7	8	9	10
No		So So		Average		Good Idea			Super Idea	

12. Insure quality of finished product. After hearing the student's solution, do you feel Bob would produce a quality product?

0 1 2 3 4 5 6 7 8 9 10

COMPETENCIES TO BE TESTED

Solve addition problems

Solve subtraction problems

Solve multiplication problems

Solve division problems

Solve mathematical problems involving fractions

Solve mathematical problems involving percentages

Solve first-degree algebraic equations

Make change

Prepare cash drawers/banks

Maintain appropriate cash level

Correct register/terminal errors

Close out register/terminal

Verify/record cash

Calculate tax, discounts, and miscellaneous charges for purchases

Calculate net sales

Calculate merchandising-related discounts

BRIEF DESCRIPTION OF THE EVENT

This will be a written 50 question multiple-choice test.

Selected questions will be used to break ties, with time being used as a final tie-breaker.

MATERIALS NEEDED

Two № 2 pencils with erasers
Calculator

STUDENT INSTRUCTION SHEET

You will have a maximum of 45 minutes to complete this test.

Time will be used to break any ties for first, second, or third only after tie-breaking questions within the test have been answered correctly.

Raise your hand if you have a question or a problem and the adult assistant will help you.

Place your ID sticker on the Scan-Tron answer sheet as instructed by the adult assistant.

To record an answer, darken the letter of the answer that you feel correct. Use only a № 2 pencil. When changing an answer, please erase the old answer thoroughly before recording the new one.

Choose only one answer for each question.

Turn your Scan-Tron sheet and test booklet in as soon as you have answered and checked your answers.

* Round off answers 5 or above to the higher hundredth or cent. (Ex., $43.958 would be $43.96.)

*Round off answers 4 or below to the lower hundredth or cent. (Ex., $123.564 would be $123.56.)

DO NOT TURN OVER THIS PAGE TO BEGIN THE TEST UNTIL YOU ARE INSTRUCTED TO DO SO BY THE ADULT ASSISTANT RUNNING THE EVENT.

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements.

1.
$ 1.73
1.98
6.72
+ 4.31

a. $14.84
b. $14.74
c. $14.94
d. $14.64
e. None of the above

2.
$ 41.45
21.87
16.32
+ 19.81

a. $99.35
b. $89.35
c. $99.35
d. $99.45
e. None of the above

3.
$ 104.92
− 33.47

a. $70.45
b. $70.55
c. $71.45
d. $71.55
e. None of the above

4.
$ 723.95
− 154.06

a. $596.98
b. $569.89
c. $579.98
d. $579.89
e. None of the above

5. $$\begin{array}{r} \$\ 86.44 \\ \times\ \underline{5} \end{array}$$

   a. $433.20
   b. $423.20
   c. $432.20
   d. $432.00
   e. None of the above

6. A customer's food check total $21.87. The customer gives you a $50.00 bill. How much is the customer's change?

   a. $28.13
   b. $28.31
   c. $28.14
   d. $28.16
   e. None of the above

7. You receive a $20.00 bill from a customer for a food order totaling $6.29. How much change will you give the customer?

   a. $13.69
   b. $13.70
   c. $13.77
   d. $13.71
   e. None of the above

8. The start of a days business, a cash register has a starting fund of $50.00. At the end of the breakfast shift there is $481.49 in the cash drawer. Total sales for the breakfast shift are:

   a. $431.49
   b. $531.49
   c. $413.49
   d. $531.94
   e. None of the above

9. The cash register detail tape shows sales of $1,451.87 at the end of the day. The starting cash fund was $50.00, the amount of cash in the register is $1,514.82 at the end of the day. The register is:

   a. $12.95 short
   b. -0-
   c. $12.95 over
   d. $72.95 over
   e. None of the above

10. Last week you worked 35 hours. You are paid $3.75 per hour. How much was your gross pay?

    a. $130.25
    b. $131.25
    c. $132.25
    d. $133.25
    e. None of the above

11. Eggs cost a restaurant $4.20 per gross. How much will one dozen eggs cost?

    a. $.33
    b. $.34
    c. $.35
    d. $.36
    e. None of the above

12. You want a gross profit of 30¢ per 12 oz. soft drink. The cost per 12 oz. soft drink is 8¢, expenses associated with the soft drink are 6¢. What will the selling price be for the 12 oz. of soft drink?

    a. $.44
    b. $.45
    c. $.46
    d. $.47
    e. None of the above

Checking out the register at the end of the day or your shift is an important procedure. Use the information below to complete problems 13,14, 15, and 16.

You start off the day with the following coins and currency:

2 rolls of pennies
2 rolls of nickels
3 rolls of dimes
5 rolls of quarters
25 - $1.00 bills
5 - $5.00 bills
3 - $10.00 bills

At the end of the day, the following was in your cash drawer:

195 pennies
40 nickels
25 dimes
50 quarters
180 - $1.00 bills
40 - $5.00 bills
90 - $10.00 bills
20 - $20.00 bills
1 - $50.00 bill

The cash register reading is:

Food	$1,334.60
Beverages	217.50

13. What was the total amount of the starting cash fund?

a. $100.00
b. $150.00
c. $1,75.00
d. $200.00
e. None of the above

14. What was the total amount of cash in the drawer at the end of the day?

a. $1,758.95
b. $1,748.95
c. $1,768.95
d. $1,738.95r
e. None of the above

15. What were the total sales for the day?

a. $1,552.10
b. $1,562.10
c. $1,572.10
d. $1,582.10
e. None of the above

16. How much was the register short/over for the day?

a. 3.15 over
b. 3.15 short
c. –0–
d. $46.85 over
e. None of the above

17. A restaurant projects a 7% increase in sales for May, 1989 over May 1988 when sales amounted to $29,385.27. What are the projected sales for May, 1989.

a. $31,424.42
b. $31,444.24
c. $31,454.42
d. $31,442.24
e. None of the above

18. During February 1988 21,854 customers were served, during February 1989, 22,647 customers were served. There was a _____% increase in customers served.

    a. 4.75%
    b. 6.33%
    c. 3.63%
    d. 3.06%
    e. None of the above

Below is the menu from a restaurant. In problems 19, 20, 21, 22, and 23, calculate the amount of the customer order:

Hamburger	65¢	Small French Fries	75¢
Cheeseburger	80¢	Large French Fries	99¢
California Burger	$1.79	Small Soft Drink	55¢
Fish Filet	$1.59	Large Soft Drink	65¢
Chicken Sandwich	$1.89	Coffee	45¢

19. Customer Order:
    1 Hamburger
    1 Small French Fries
    1 Small Soft Drink

    a. $1.69
    b. $1.89
    c., $1.95
    d. $1.59
    e. None of the above

20. Customer Order
    1 Hamburger
    2 Cheeseburgers
    2 Small French Fries
    1 Small Soft Drink
    1 Large Soft Drink

    a. $4.95
    b. $6.43
    c. $4.36
    d. $6.34
    e. None of the above

21. Customer Order
    1 Chicken Sandwich
    1 Large French Fries
    1 Large Drink

    a. $3.31
    b. $3.32
    c. $3.53
    d. $3.34
    e. None of the above

22. Customer Order
    1 Chicken Sandwich
    2 Fish Fillet
    2 Cheeseburgers
    3 Small French Fries
    2 Large Fries
    2 Small Soft Drinks
    3 Large Soft Drinks

    a. $13.05
    b. $13.06
    c. $13.95
    d. $13.08
    e. None of the above

23. Customer order
    1 California Burger
    1 Coffee

    a. $2.21
    b. $2.22
    c. $2.23
    d. $2.24
    e. None of the above

24. Senior citizens receive a 5% discount. Determine the amount of discount on a $12.25 purchase.

    a. $6.11
    b. $6.12
    c. $0.61
    d. $6.14
    e. None of the above

The following items were purchased by a restaurant: Invoice dated May 13, terms 2/10, n/30.

2 pkg. Brown Sugar, @ $11.85 per pkg.
2 pkg. Powdered Sugar, @ $3.70 per pkg.
3 cases Prepared Mustard @ $2.98 per pkg.

25. What was the total amount of the above?

    a. $41.40
    b. $40.04
    c. $41.04
    d. $39.84
    e. None of the above

26. If the invoice were paid on May 21, what is the amount to be paid.

    a. $39.04
    b. $36.24
    c. $37.42
    d. $39.24
    e. None of the above

27. If the raw food cost of an item was 92¢, the rate of markup 60%, how much would the selling price be?

    a. $1.37
    b. $1.47
    c. $1.57
    d. $1.67
    e. None of the above

28. If the raw food price were $1.30, the rate of markup is 33.3%, how much would the selling price be?

    a. $1.42
    b. $1.34
    c. $1.33
    d. $1.43
    e. None of the above

29. If it costs $6.97 to prepare 8 portions, how much does it cost to prepare one portion?

    a. 87¢
    b. 86¢
    c. 88¢
    d. 89¢
    e. None of the above

30. Hamburger costs a restaurant 89¢ per pound. You get 4 patties per pound. What is the cost per pattie?

a. $ .2200
b. $ .2250
c. $ .2275
d. $ .2225
e. None of the above

Questions 31, 32 and 33 are related.

31. A restaurant purchases a 12 lb. (boneless) ham at $2.59 per pound. What is the total cost for the ham.

a. $30.08
b. $31.80
c. $30.88
d. $31.08
e. None of the above

32. If the portion size for the 12 lb. ham is 4.0 oz. How many portions will the ham yield?

a. 46
b. 47
c. 48
d. 49
e. None of the above

33. What is the cost per portion for the 12 lb. ham?

a. $.6375
b. $.6475
c. $.6485
d. $.6575
e. None of the above

34. A waiter is paid a 7% commission on beverage sales. On Saturday his total beverage sales were $189.75. What is his commission?

a. $13.27
b. $13.28
c. $13.29
d. $13.30
e. None of the above

35. If you received a gratuity of 15%, what would your tip be on a customer's bill of $59.85:

    a. $8.98
    b. $8.99
    c. $9.00
    d. $9.01
    e. None of the above

A restaurant has a policy that all tips are shared by all food preparation employes, buspersons, and food servers. The amount each receives is based on the percentage of the total hours that each has worked. For problems 36, 37, 38, and 39 determine how much each employee receives of $374.75. When computing the percentages, round to the nearest whole percent.

James - hours worked	30
Helen - hours worked	45
Kim - hours worked	45
Wendy - hours worked	25

36. James' tips will be:

    a. $76.70
    b. $67.40
    c. $87.30
    d. $78.70
    e. None of the above

37. Helen's tips will be:

    a. $115.10
    b. $116.17
    c. $117.10
    d. $118.10
    e. None of the above

38. Kim's tips will be:

    a. $115.10
    b. $116.17
    c. $117.10
    d. $118.10
    e. None of the above

39. Wendy's tips will be:

    a. $62.50
    b. $63.50
    c. $63.71
    d. $65.00
    e. None of the above

A local restaurant uses instant tea to make iced tea. One ounce of instant tea will yield about 320 liquid ounces of iced tea. Iced tea is served in 16-ounce glasses. Using this information respond to questions 40, 41, 42, and 43:

40. How many glasses can be served if 1-ounce of instant tea is used:

   a. 20
   b. 30
   c. 40
   d. 50
   e. None of the above

41. If 1-ounce of instant tea costs $1.75, how much does a glass of iced tea cost:

   a. $ .07
   b. $ .08
   c. $ .10
   d. $ .09
   e. None of the above

42. If the restaurants have a 500% markup on cost on iced tea, how much will each glass of iced tea sell for:

   a. $ .45
   b. $ .46
   c. $ .47
   d. $ .48
   e. None of the above

43. If the restaurant purchases instant iced tea in 64-oz. cans at $1.75 per ounce, what is the gross profit from the 64 oz. can using the selling price from problem #42:

   a. $46.40
   b. $460.80
   c. $47.40
   d. $474.00
   e. None of the above

Assume you bought $750 worth of restaurant supplies from a local distributor, the invoice you received is dated May 24, terms are 3/10, n/30 EOM. Using this information, respond to questions 44 and 45.

44. If the invoice is paid on June 10, how much must be paid:

   a. $750.00
   b. $700.00
   c. $725.00
   d. $727.50
   e. None of the above

45. How much of a discount was there:

a. 0
b. $22.50
c. $25.00
d. $50.00
e. None of the above

46. How many cups equals one gallon:

a. 14
b. 16
c. 18
d. 20
e. None of the above

47. How many dimes are in a roll of dimes?

a. 25
b. 30
c. 40
d. 50
e. None of the above

48. How many quarters are in a roll of quarters?

a. 25
b. 30
c. 40
d. 50
e. None of the above

49. How many tablespoons equal 1/4 cup?

a. 4
b. 6
c. 8
d. 10
e. None of the above

50. How many ounces are in a pound?

a. 4
b. 8
c. 16
d. 24
e. None of the above

ANSWER KEY

1.	B
2.	D
3.	C
4.	B
5.	C
6.	A
7.	D
8.	A
9.	C
10.	B
11.	C
12.	A
13.	B
14.	B
15.	A
16.	B
17.	D
18.	C
19.	C
20.	A
21.	C
22.	C
23.	D
24.	C
25.	B
26.	D
27.	B
28.	D
29.	A
30.	D
31.	D
32.	B
33.	B
34.	B
35.	A
36.	D
37.	B
38.	B
39.	C
40.	A
41.	D
42.	A
43.	B
44.	D
45.	B
46.	B
47.	D
48.	C
49.	A
50.	C

TIE BREAKERS

1.	33
2.	43
3.	41
4.	16
5.	Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer on the Scan-Tron sheet and where to place their ID stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Record the number of minutes needed to complete the test on the Scan-Tron sheet by the name.

Announce the time remaining every 15 minutes and 5 minutes before the end of the contest. The student has 45 minutes to complete the test.

All student testing materials are to be collected from each student before they leave.

Submit all Scan-Tron sheets to series director.

Observe the tie-breaking procedure identified on the Answer Key.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

Thank you for your help today!

IS VE 37★

COMPETENCIES TO BE TESTED

Ability to locate popular tourist attractions throughout the World

Ability to identify cities and states of the United States

Ability to identify common terminology used in travel agencies, airlines, and hotels

BRIEF DESCRIPTION OF THE EVENT

The student will take a 50 question multiple choice test. Selected questions will be used for the tie- breaker. Time will be used as a final tie-breaker.

MATERIALS NEEDED

Two №2 pencils

STUDENT INSTRUCTION SHEET

You will have a 45 minutes to complete the written test.

Record all answers on the Scan-Tron sheet.

Be sure to erase answers completely if you change an answer.

Use a №2 pencil only.

Do not write on the test.

Place your ID sticker on the Scan-Tron sheet as instructed by the adult assistant.

If you have a question, raise your hand and the adult assistant will come to you.

When you are finished and have checked your answers, turn in your completed Scan-Tron sheet and test booklet to the adult assistant. Time needed to complete the test will be recorded and used as a final tie-breaker if needed.

CONTEST SHEET

MULTIPLE CHOICE: Darken the letter on the answer sheet that best answers each question.

Section I

1. An arrangement to hold a room, seat, place, etc. for a customer is known as a:

   a. Confirmation
   b. Booking
   c. Listing
   d. Reservation

2. When you prepare an itinerary for a client you are:

   a. Confirming a hotel reservation
   b. Planning a route for a journey
   c. Determining a schedule of payments
   d. Securing travel documents

3. A porter is responsible for handling:

   a. Cocktails
   b. Luggage
   c. Swimming pools
   d. Cruise activities

4. A valet is responsible for:

   a. Cleaning hotel guests cars
   b. Room service
   c. Securing a taxi
   d. Laundry

5. A schedule of prices or list of duties imposed by a government is known as a:

   a. Tax
   b. Tariff
   c. Liability
   d. Excursion tax

6. Certain countries throughout the world require that you obtain a VISA before entering the country. A Visa is:

   a. An approval to take plants into the country
   b. Certification of immunization
   c. Check cashing authorization
   d. An approval to travel in the country

-continued-

7. An official government document certifying citizenship and identity of an individual and giving permission to travel abroad is a:

   a. Visa
   b. Serial records
   c. Passport
   d. Travel permit

8. A customer has requested your hotel suite. You would give them:

   a. One room with two double beds
   b. Two rooms with two double beds
   c. One room with a king size bed
   d. One room with cooking facilities

9. A customer has requested adjoining rooms. You would give them:

   a. A room for two people
   b. Rooms next to an outside entrance
   c. Rooms next to the main lobby
   d. Two rooms located next to each other

10. A customer staying at your hotel is running low on money. His brother transfers money to him. this is known as a:

    a. Wire
    b. Debt
    c. Voucher
    d. Barter

Section II

11. A client is taking a cruise to Hawaii. His closest departure point would be:

    a. Florida
    b. Rhode Island
    c. Texas
    d. California

12. A family wants to visit Disneyland and see the Pacific Ocean. What state would you send them to:

    a. Texas
    b. Florida
    c. California
    d. Miami

-continued-

13. You have arranged a college spring break skiing trip to Vail. This tour group will be going to:

    a. Utah
    b. Colorado
    c. Massachusetts
    d. Nevada

14. A client wants to take a ferry from Michigan to Wisconsin. They will be crossing Lake ____________________:

    a. Ontario
    b. Superior
    c. Michigan
    d. Erie

15. An old client just stopped in to tell you about their trip down the Rhine River and their visit to the Black Forest and the Glockenspeel. What country did they visit:

    a. Austria
    b. France
    c. Italy
    d. Germany

16. A client going to French Riviera would like to visit the palace where Princess Grace (Grace Kelly) lived. You would send them to:

    a. Monaco
    b. Morocco
    c. Mexico
    d. Montana

17. A client is an avid horse racing fan. He would like to visit Churchhill Downs, the largest horse racing track in the country. You would send them to:

    a. Tennessee
    b. Kentucky
    c., Georgia
    d. Louisiana

18. Cancun, which was developed mainly as a resort area, has become a very popular vacationing spot in the sun. Cancun is in:

    a. Arizona
    b. Greece
    c. Virgin Islands
    d. Mexico

-continued-

19. Mount Rushmore is in the Black Hills and can be seen when visiting what state:

    a. South Dakota
    b. North Dakota
    c. Montana
    d. Utah

20. A client who will be visiting New York would like to see the Statue of Liberty. You tell them to take a ferry to ______________ Island:

    a. Liberty
    b. France
    c. Ellis
    d. Freedom

21. If a client visits the Epcot Center in Florida they can expect to see:

    a. Mickey Mouse and other Disney characters
    b. Antique cars
    c. Deep sea fish
    d. Displays representing different nations

22. A unique aspect of Mackinac Island is that:

    a. Twelve different bridges connect the island to the mainland
    b. No cars are allowed on the island
    c. It has the largest amusement center in the world
    d. It has daylight 16 hours a day

23. Mardi Gras, which celebrates the beginning of Lent, is held where:

    a. Atlantic City
    b. New Orleans
    c. Minneapolis
    d. San Francisco

24. The Everglades can be found in:

    a. Maine
    b. New Mexico
    c. Texas
    d. Florida

25. The E.A.A. (Experimental Aircraft Association) brings tourists to Wisconsin from all over the country. The E.A.A. is held in:

    a. Milwaukee
    b. Green Bay
    c. Oshkosh
    d. La Crosse

-continued-

26. A client wants to visit the Apostle Islands. You tell them it is off the coast of:

    a. Superior
    b. Green Bay
    c. Oshkosh
    d. La Crosse

Section III

27. Disney World is a popular tourist attraction which can be found in:

    a. San Diego
    b. San Francisco
    c. Orlando
    d. Fort Lauderdale

28. Bourbon Street can be found in:

    a. Stockholm
    b. New Orleans
    c. Georgia
    d. Kentucky

29. Santa Fe is a city in:

    a. New England
    b. Texas
    c. New Mexico
    d. California

30. If I was traveling in the Bluegrass State, I would be in:

    a. Kentucky
    b. Tennessee
    c. Georgia
    d. Louisiana

31. What national park is in Idaho, Montana, and Wyoming:

    a. The Nicolet Forest
    b. Rocky Mountain Park
    c. Yellowstone
    d. Estes Park

32. San Diego is internationally known for:

    a. Its zoo
    b. Disneyland
    c. Its wineries
    d. Disney World

-continued-

33. Cajua country is in:

    a. Nevada
    b. Louisiana
    c. California
    d. Arizona

34. A tour of Burbank Studios would be held in:

    a. Beverly Hills
    b. Garden Grove
    c. Burbank
    d. Los Angeles

35. Opryland USA is in:

    a. Atlanta
    b. Chattanooga
    c. Memphis
    d. Nashville

36. Mount Rushmore is in:

    a. South Dakota
    b. North Dakota
    c. South Carolina
    d. North Carolina

37. Williamsburg Settlement is in:

    a. Delaware
    b. Virginia
    c. New Jersey
    d. Connecticut

38. Door County is a favorite vacation spot, with an eastern flavor, which can be found in which state:

    a. Maryland
    b. Illinois
    c. Delaware
    d. Wisconsin

39. Acapulco is located in:

    a. Puerto Rico
    b. New Mexico
    c. Cancun
    d. Mexico

-continued-

40. Which of the following is not a Virgin Island:

    a. St. Thomas
    b. St. Croix
    c. St. Kitt
    d. Aruba

41. Where was Expo 86 held:

    a. New York
    b. New Orleans
    c. Vancouver
    d. Ontario

42. What city is the Gateway to the West:

    a. San Francisco
    b. San Antonio
    c. St. Louis
    d. Denver

43. Mackinac Island is in:

    a. Atlantic City
    b. Minneapolis
    c. Iowa
    d. Michigan

44. This past 4th of July was the anniversary of the Statue of Liberty. What island is the Statue of Liberty located on:

    a. Ellis
    b. Liberty
    c. Grecian
    d. Elton

45. The capital of California is:

    a. Los Angeles
    b. San Jose
    c. Sacramento
    d. San Francisco

46. The capital of New York is:

    a. Albany
    b. New York
    c. Port Jervis
    d. Paukipsie

-continued-

47. The capital of Texas is:

    a. Houston
    b. Austin
    c. Dallas
    d. Galveston

48. The capital of Illinois is:

    a. Springfield
    b. Chicago
    c. Peoria
    d. Troy

49. The capital of Florida is:

    a. Tampa
    b. Orlando
    c. Miami
    d. Tallahassee

50. The capital of the United States is:

    a. New York
    b. Virginia
    c. Williamsburg
    d. Washington, DC

-End-

ANSWER KEY

1.	D
2.	B
3.	B
4.	D
5.	B
6.	D
7.	C
8.	C
9.	D
10.	A
11.	D
12.	C
13.	B
14.	C
15.	D
16.	A
17.	B
18.	D
19.	A
20.	C
21.	D
22.	B
23.	B
24.	D
25.	C
26.	A
27.	C
28.	B
29.	C
30.	A
31.	C
32.	A
33.	B
34.	C
35.	D
36.	A
37.	B
38.	D
39.	D
40.	D
41.	C
42.	C
43.	D
44.	A
45.	C
46.	A
47.	B
48.	A
49.	D
50.	D

TIE BREAKERS

1.	5
2.	10
3.	15
4.	20
5.	Time

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area..

Instruct students how to record an answer and where to place their ID stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Record the number of minutes needed to complete the event on the Scan-Tron sheet.

Announce the time remaining every 15 minutes and 5 minutes before the end of the contest. The student has 45 minutes to complete this test.

All student testing materials are to be collected from each student before they leave.

Submit all graded Scan-Tron sheets to series director.

Recalculate all score sheets to check for accuracy.

Identify the tie-breaking procedure. Correct answers to the questions can be found on Answer Key.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

IS VE 30★

COMPETENCIES TO BE TESTED

Skill in analyzing charts and graphs and interpreting the data

Skill in interpreting air, bus, and rail schedules

Skill in interpreting maps

BRIEF DESCRIPTION OF THE EVENT

The student will take a 50 question multiple-choice test.

Selected questions will be used to break ties, with time being used as a final tie-breaker.

MATERIALS NEEDED

Two № 2 pencils

STUDENT INSTRUCTION SHEET

You will have 45 minutes to complete the written test.

Record all answers on the Scan-Tron sheet provided.

Be sure to erase completely if you change an answer.

Use a № 2 pencil only.

Do not write on the test.

Place your ID sticker on the Scan-Tron sheet in the area designated by the adult assistant.

If you have any questions, raise your hand and the adult assistant will help you.

When you are finished and have checked your answers, return your completed Scan-Tron sheet and test booklet to the adult assistant. Time needed to complete the test will be recorded and used as a final tie-breaker if needed.

CONTEST SHEET

MULTIPLE CHOICE: Identify the one best answer for each of the following statements.

SECTION I:

Use the following rate chart to answer questions 1-7.

Walt Disney World
Hotel Plaza
Magic Kingdom
Vacations

7 Nights
Per Person
Double
Occupancy

$\$397^{00}$ to $\$548^{00}$

- Accommodations of choice for 7 nights
- Choice of one of the following:
  - Round-trip airport transfers
  - General Rent-A-Car subcompact car with unlimited mileage for seven 24-hr. periods. Gas, oil, Collision Damage Waiver (of $5.95 per day) and Florida's 5% state tax not included
- One Walt Disney World 4-Day Passport to include 4 days' admission to Epcot Center and the Magic Kingdom with unlimited use of all attractions and related transportation
- Walt Disney World Character Breakfast. Visit with selected Disney characters while enjoying a full breakfast
- Shakespeare's Church Street. An Old English six-course Elizabethan banquet while enjoying continuous authentic medieval entertainment. Includes a welcome beverage, unlimited wines, ale and soft drinks, taxes and gratuities
- **EASTERN EXCLUSIVE:** Capture the memories of your vacation through the free development of one roll of color prints, slides or movie film
- 5% state and 2% local taxes on accommodations
- 5% tax and 15% gratuities on Character Breakfast
- **EASTERN BONUS** (on 7-night stays or longer):
  Free admission to Orlando's newest attraction.
  "The Fighting Knights of Orlando." Authentic medieval jousting exhibition

Per Person Rates Effective May 1-December 14, 1984
IT4EA1MKV7

Hotel	Package	Double	Additional Adult	Junior 12-17	Child 3-11
Buena Vista Palace					
	Transfer	537.00	94.00	90.00	72.00
	Car	548.00	76.00	73.00	60.00
Dutch Resort					
	Transfer	408.00	94.00	90.00	72.00
	Car	418.00	76.00	73.00	60.00
Hilton at Walt Disney World Village					
	Transfer	463.00	213.00	90.00	72.00
	Car	474.00	201.00	73.00	60.00
Howard Johnson's Resort					
5/1-8/26	Transfer	456.00	168.00	90.00	72.00
	Car	466.00	149.00	73.00	60.00
8/27-12/14	Transfer	408.00	168.00	90.00	72.00
	Car	418.00	149.00	73.00	60.00
Royal Plaza Resort Hotel					
	Transfer	500.00	94.00	90.00	72.00
	Car	511.00	76.00	73.00	60.00
Viscount Hotel					
	Transfer	397.00	94.00	90.00	72.00
	Car	407.00	76.00	73.00	60.00

3-night package also available on request

-continued-

1. The Walt Disney World package includes a hotel for:

   a. 7 nights or 3 nights
   b. 7 nights only
   c. 6 nights only
   d. 5 nights only

2. The Walt Disney World package does not include which of the following:

   a. Rent-a-car
   b. Free development of one roll of movie film
   c. Free admission to "The Fighting Knights of Orlando."
   d. Collision damage insurance or rent-a-car

3. Mary and John Blake would like to stay at the Royal Plaza Resort Hotel and would like to rent a car. The cost of their package would be:

   a. $500.00
   b. $511.00
   c. $587.00
   d. $594.00

4. Laurie and Bill Thomas and their ten-year old son, John, would like to stay at the Buena Vista Palace and would like the round trip airport transfer. The cost of their package would be:

   a. $609.00
   b. $608.00
   c. $537.00
   d. $627.00

5. Mr. and Mrs. Lawrence Reed will be visiting Walt Disney World on December 10. They would like to stay at Howard Johnson's Resort and want to rent a car. The total cost of their package will be:

   a. $408.00
   b. $466.00
   c. $418.00
   d. $456.00

6. Jenny, Angie, Donna, and Nina will be visiting Walt Disney World on May 2 and would like to stay in one room at the Viscount Hotel. They will need the round trip airport transfer. The total cost of their package will be:

   a. $397.00
   b. $491.00
   c. $585.00
   d. $188.00

-continued-

7. The least expensive hotel to stay in would be:

   a. Dutch Resort with Airport Transfer
   b. Viscount Hotel with Airport Transfer
   c. Viscount Hotel with Rent-A-Car
   d. Royal Plaza Resort with Airport Transfer

-continued-

SECTION II: Use the following chart to answer questions 8-12.

CRUISE RATES

	TARIFF Per Person Rates Cabin Category & Description	Nov 17; Dec 1,8,15	Nov 24; Jan 19,26; Mar 30	Jan 5,12; Feb 2	Dec 22,29; Feb 9,16,23; Mar 2,9,16,23
A	Deluxe two-bed outside stateroom with sofa, bath or shower	$ 1395	$ 1695	$ 1785	$ 1850
B	Superior two-bed outside staterooms with shower. Lido or Riviera Deck.	1295	1495	1595	1675
C	Superior two-bed outside staterooms with bath or shower. Pacific or Promenade Deck.	1245	1450	1545	1595
D	Two-bed outside staterooms with shower. Belvedere or Pacific Deck.	1195	1395	1495	1545
E	Two-bed inside staterooms with shower. Promenade or Riviera Deck.	1095	1270	1345	1395
F	Two-bed inside staterooms with shower. Belvedere or Pacific Deck.	1045	1195	1245	1295
G	Two-bed inside staterooms with shower. Capri or Caribbean Deck.	945	1095	1145	1195
H	Inside staterooms with one lower and one upper berth and shower.	795	895	945	995

Rates are based on double occupancy. *Christmas sailing: $100 supplement. Single occupancy in categories B-H, 50% supplement on above rates (limited availability). Third person in cabin, 50% reduction on above rates.

In deluxe category A, a third person will be accommodated on a comfortable sofa-bed. In categories C through G, third persons are accommodated in upper fold-away berths. A limited number of staterooms with double beds are available in most categories. All rates are per person in U.S. dollars, and are subject to change. Port charges $38.

-continued-

8. Rates are based on:

   a. One person per room
   b. Two people per room
   c. Three people per room
   d. Four people per room

9. Port charges are:

   a. An extra $38.00
   b. Included with package
   c. An extra $100.00
   d. An extra 50% off cruise rate

10. Kathy and Terry Jones will be sailing on December 1 and would like a cabin in category A. The total cost of their package without port charges would be:

    a. $1375.00
    b. $1295.00
    c. $1850.00
    d. $2790.00

11. Three friends would like to sail on December 22 and want a cabin in category B. The total cost of their package without port charges would be:

    a. $ 3350.00
    b. $ 837.50
    c. $ 4187.50
    d. $ 5025.00

12. If you wanted to stay on the Caribbean Deck, the least expensive time to sail would be:

    a. February 9
    b. January 19
    c. December 8
    d. March 2

-continued-

GREEN BAY—MADISON

READ UP

855	5802	5781	5851	5791	5787	5849	←SCHEDULE NUMBER→	5801	5788	5850	5854	5790	5858		5786
57	E. Claire Milwaukee	Stev. Pnt. Milwaukee ④5	①	Green Bay Chicago	Green Bay Chicago	X7H	Folder No. 3 **531** 6-25-86 ←FREQUENCY→	Milwaukee E. Claire	Chicago Green Bay		6	Chicago Green Bay			Milwaukee Stev. Pnt. ④7
5 45	....	....	12 01	9 30	7 00	6 40	Lv ▲GREEN BAY, WI 🚌 .... CGL Ar	....	2 45	4 25	6 30	7 35	9 20	....	....
↓	....	....	↓	↓	↓	↓	De Pere	....	↑	D	↑	D	D	....	....
↓	....	....	③12 10	↓	↓	↓	St. Norbert College	....	↑	↑	↑	↑	D	....	....
↓	....	....	12 35	↓	↓	7 15	▲Kaukauna	....	↑	3 50	↑	D 7 00	D 8 45	....	....
↓	....	....	HS	↓	↓	HS	Little Chute	....	↑	HS	↑	HS	↑	....	....
6 30	4 50	1 05	1 00	10 15	7 45	7 40	▲Appleton 🚌(LB)	12 30	2 00	3 35	4 55	6 45	8 30	....	10 05
6 50	5 10	1 25	1 20	10 35	8 05	8 00	▲Neenah *Menasha (LB)*	12 10	1 40	3 05	4 25	6 20	W 8 10	....	W 9 45
7 20	5 30	1 45	1 45	10 55	8 25	8 25	▲Oshkosh 🚌*(LB)*	11 45	1 15	2 40	4 00	5 55	7 45	....	9 20
7 45	5 55	2 10	2 15	11 20	8 50	8 50	Ar ▲Fond du Lac Lv	11 20	12 50	2 10	3 30	5 30	7 15	....	8 55
↓	6 00	2 15	↓	11 25	8 55	....	Lv *Fond du Lac, WI* .... *(526)* Ar	11 20	12 50	↑	↑	5 30	....	....	8 50
↓	7 25	3 40	↓	12 50	10 15	....	Ar *Milwaukee* .... CGL Lv	9 50	11 30	↑	↑	4 00	....	....	7 30
↓	....	....	↓	....	....	*7 45*	Lv *Sheboygan, WI* .... SFL Ar	....	....	↑	↑	....	*8 50*	....	....
↓	....	....	↓	....	....	*8 20*	Lv *Plymouth* .... Ar	....	....	↑	↑	....	*8 20*	....	....
↓	....	....	↓	....	....	*8 50*	Ar *Fond du Lac* .... SFL Lv	....	....	↑	↑	....	*7 40*	....	....
7 45	....	....	2 15	....	....	8 55	Lv ▲Fond du Lac, WI .... CGL Ar	....	....	2 05	3 30	....	7 10	....	....
↓	....	....	2 45	....	....	9 20	▲Waupun	....	....	1 40	↑	....	6 45	....	....
↓	....	....	3 10	....	....	9 45	▲Beaver Dam	....	....	1 20	↑	....	6 25	....	....
↓	....	....	3 30	....	....	10 05	▲Columbus	....	....	1 00	↑	....	6 05	....	....
↓	....	....	3 55	....	....	10 30	▲Sun Prairie	....	....	12 35	↑	....	5 40	....	....
							MADISON, WI								
9 15	....	....	4 15	....	↓	10 50	Ar ▲ Greyhound Term. 🚌 Lv	....	....	12 15	2 00	....	5 20	←*4 55*	....
9 25	....	....	D 4 25	....	*11 00*	....	Ar t Badger Term. .... CGL Lv	....	....	11 55	1 45	....	....	*4 40*	....
9 30	....	....	D 4 35	....	*11 05*	....	Ar Univ. of Wisc.-Madison *(Union)* Lv	....	....	11 50	1 40	....	....	*4 45*	....

Z531-0527me

① — Portions of this schedule operate less than daily.
② — Daily except Sundays and Holidays.
③ — Fridays only.
④ — This special service operates during 1985-86 School Session during Holidays, Exam Week and Semester break. For days of operation during those periods consult your Greyhound Agent.
⑤ — Stops only to discharge passengers. Times shown are approximate.
SFL — Sheboygan-Fond du Lac Lines

SECTION III: Using the above Greyhound schedule answer the following questions.

13. The bus leaving Green Bay at 6:40 arrives in Fond du Lac at what time:

    a. 11:20
    b. 8:50
    c. 8:25
    d. 8:00

14. Where in Madison does #5787 stop:

    a. Badger and UW-Madison Union
    b. Greyhound and Badger
    c. Greyhound
    d. Badger

BEST COPY AVAILABLE

-continued-

15. What is the earliest one can leave Appleton and travel to Fond du Lac:

    a. 7:40
    b. 7:45
    c. 10:15
    d. 12:30

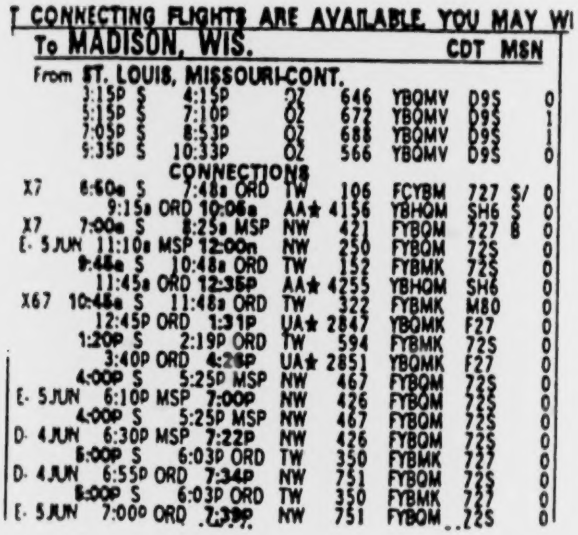
16. How many times does Greyhound leave from Appleton:

    a. Fourteen
    b. One
    c. Four
    d. Ten

17. Does #5849 travel on Saturday:

    a. Yes
    b. No

SECTION IV:



T CONNECTING FLIGHTS ARE AVAILABLE YOU MAY WI

To MADISON, WIS. CDT MSN

From **ST. LOUIS, MISSOURI-CONT.**

	3:15P	S	4:15P		OZ	646	YBQMV	D9S		0
	5:15P	S	7:10P		OZ	672	YBQMV	D9S		1
	7:05P	S	8:53P		OZ	688	YBQMV	D9S		1
	9:35P	S	10:33P		OZ	566	YBQMV	D9S		0
			CONNECTIONS							
X7	6:50a	S	7:48a	ORD	TW	106	FCYBM	727	S/	0
	9:15a	ORD	10:06a		AA★	4156	YBHQM	SH6	S	0
X7	7:00a	S	8:25a	MSP	NW	421	FYBQM	727	B	0
E- 5JUN	11:10a	MSP	12:00n		NW	250	FYBQM	72S		0
	9:45a	S	10:48a	ORD	TW	152	FYBMK	72S		0
	11:45a	ORD	12:35P		AA★	4255	YBHQM	SH6		0
X67	10:45a	S	11:48a	ORD	TW	322	FYBMK	M80		0
	12:45P	ORD	1:31P		UA★	2847	YBQMK	F27		0
	1:20P	S	2:19P	ORD	TW	594	FYBMK	72S		0
	3:40P	ORD	4:26P		UA★	2851	YBQMK	F27		0
	4:00P	S	5:25P	MSP	NW	467	FYBQM	72S		0
E- 5JUN	6:10P	MSP	7:00P		NW	426	FYBQM	72S		0
	4:00P	S	5:25P	MSP	NW	467	FYBQM	72S		0
D- 4JUN	6:30P	MSP	7:22P		NW	426	FYBQM	72S		0
	5:00P	S	6:03P	ORD	TW	350	FYBMK	727		0
D- 4JUN	6:55P	ORD	7:34P		NW	751	FYBQM	72S		0
	5:00P	S	6:03P	ORD	TW	350	FYBMK	727		0
E- 5JUN	7:00P	ORD	7:39P		NW	751	FYBQM	72S		0

Using the above schedule of "To Madison, Wisconsin from St. Louis, Missouri," which is from the official airline guide, answer the following questions.

18. What is the departure time of the earliest district flight leaving St. Louis and arriving in Madison:

    a. 10:05 a.m.
    b. 4:15 p.m.
    c. 6:50 a.m.
    d. 3:15 p.m.

-continued-

19. How many stops does flight OZ646 make:

    a. None
    b. Nine
    c. One
    d. Two

20. What type of aircraft does flight OZ646 fly on:

    a. YBQMV
    b. D95
    c. S
    d. Cannot tell from information given

21. What day(s) of the week does TW 106 fly on:

    a. Sunday
    b. Everyday but Saturday
    c. Everyday but Sunday
    d. Everyday

22. What meal is served on flight AA 4156:

    a. Breakfast
    b. None
    c. Supper
    d. Snack

SECTION V:

23. Oconomowoc, Wisconsin would be found in which time zone:

    a. Eastern
    b. Central
    c. Pacific
    d. Atlantic

24. New York City would be found in which time zone:

    a. Eastern
    b. Pacific
    c. Central
    d. Mountain

25. San Diego, California is in what time zone:

    a. Mountain
    b. Atlantic
    c. Eastern
    d. Pacific

-continued-

26. If a customer flies from Minneapolis to Tampa and leaves Minneapolis at 4:20 p.m. and arrives in Tampa at 10:35 p.m., how long did the flight take:

    a. 5 hours and 45 minutes
    b. 6 hours and 45 minutes
    c. 6 hours and 15 minutes
    d. 4 hours and 15 minutes

27. Mary took a flight that left Orange County, California at 12:50 p.m. and arrived in New York City at 11:40 p.m. How long was she flying:

    a. 7 hours and 50 minutes
    b. 10 hours and 50 minutes
    c. 10 hours and 10 minutes
    d. 9 hours and 10 minutes

28. If a customer flies from Chicago, Illinois to San Francisco, California and leaves at 7:10 a.m. and arrives at 11:14 a.m., how long was the flight:

    a. 4 hours and 4 minutes
    b. 6 hours and 4 minutes
    c. 4 hours and 56 minutes
    d. 5 hours and 56 minutes

SECTION VI: Using the map of the Minneapolis, St. Paul International airport found on the following page, answer the following questions:

29. Eastern flies in and out of what concourse:

    a. Green Concourse
    b. Blue Concourse
    c. Gold Concourse
    d. Red Concourse

30. If a customer parks in the indoor parking lot for three days, how much would he be charged:

    a. $24.00
    b. $41.00
    c. $45.00
    d. $43.00

31. Where would I find lost and found:

    a. The Regional Commuter Building
    b. The Terminal Building ground floor
    c. Center Mezzanine Floor
    d. West Mezzanine Floor

-continued-

32. How many snack bars are in the airport:

    a. One
    b. Four
    c. Two
    d. Three

-continued-

GOLD CONCOURSE

MESABA GATE 15
NORTHWEST GATES 1 THRU 15

RED CONCOURSE

NORTHWEST GATES 21-33 & 38
DELTA, CONTINENTAL, OZARK
GATES 34-37

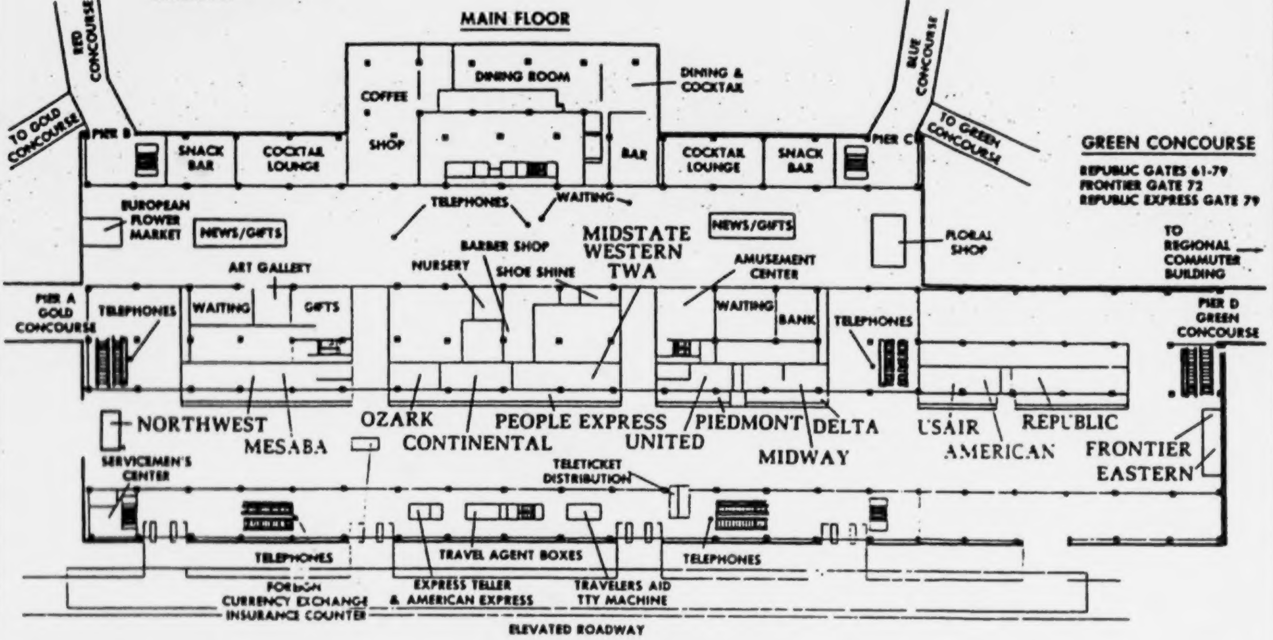
WALKING TIME FROM TICKETING LEVEL TO END OF CONCOURSES IS APPROX. 5-10 MIN.

BLUE CONCOURSE

REPUBLIC GATES 41 & 44
REPUBLIC, USAIR GATE 42
MIDWAY GATE 43
UNITED, PIEDMONT GATE 45
EASTERN GATES 46 & 47
UNITED, REPUBLIC GATE 48
WESTERN GATE 51
PEOPLE EXPRESS, MIDSTATE, TWA
WESTERN GATE 52
AMERICAN GATES 53 & 54

GREEN CONCOURSE

REPUBLIC GATES 61-79
FRONTIER GATE 72
REPUBLIC EXPRESS GATE 79


MAIN FLOOR
RED CONCOURSE
TO GOLD CONCOURSE
PIER B
SNACK BAR
COCKTAIL LOUNGE
COFFEE SHOP
DINING ROOM
DINING & COCKTAIL
BAR
COCKTAIL LOUNGE
SNACK BAR
PIER C
BLUE CONCOURSE
TO GREEN CONCOURSE
EUROPEAN FLOWER MARKET
NEWS/GIFTS
TELEPHONES
WAITING
MIDSTATE
WESTERN
TWA
NEWS/GIFTS
FLORAL SHOP
TO REGIONAL COMMUTER BUILDING
BARBER SHOP
NURSERY
SHOE SHINE
ART GALLERY
AMUSEMENT CENTER
PIER A GOLD CONCOURSE
TELEPHONES
WAITING
GIFTS
WAITING
BANK
TELEPHONES
PIER D GREEN CONCOURSE
NORTHWEST
MESABA
OZARK
CONTINENTAL
PEOPLE EXPRESS
UNITED
PIEDMONT
DELTA
MIDWAY
USAIR
AMERICAN
REPUBLIC
FRONTIER
EASTERN
SERVICEMEN'S CENTER
TELETICKET DISTRIBUTION
TELEPHONES
TRAVEL AGENT BOXES
TELEPHONES
FOREIGN CURRENCY EXCHANGE
INSURANCE COUNTER
EXPRESS TELLER & AMERICAN EXPRESS
TRAVELERS AID TTY MACHINE
ELEVATED ROADWAY

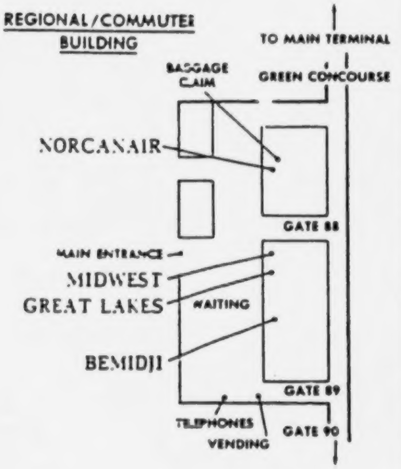
TERMINAL BUILDING GROUND FLOOR

AIRLINE LOST & FOUND
AIRPORT POLICE DEPT.
BAGGAGE CLAIM
BUS & LIMOUSINES
CAR RENTAL
HOTEL/MOTEL RES. BD.
LOST & FOUND
LUGGAGE REPAIR
PARCEL CHECKING, STORAGE
TAXIS

CENTER MEZZANINE FLOOR

AMERICAN
BUSINESS OFFICES
CONTINENTAL
AIRPORT COMMUNITY COUNSELING OFFICE
FRONTIER
AIRPORT DIRECTORS OFFICE
STERLING CARTAGE
AIRPORT POLICE ADMIN.
TWA
PIEDMONT

REGIONAL/COMMUTER BUILDING


TO MAIN TERMINAL
BAGGAGE CLAIM
GREEN CONCOURSE
NORCANAIR
GATE 88
MAIN ENTRANCE
MIDWEST
GREAT LAKES
WAITING
BEMIDJI
GATE 89
TELEPHONES
VENDING
GATE 90

TERMINAL BUILDING BASEMENT

PUBLIC GARAGE

WEST MEZZANINE FLOOR

HOST INTERNATIONAL
FASHIONAIRE
ASU
METROPOLITAN AIRPORTS COMMISSION

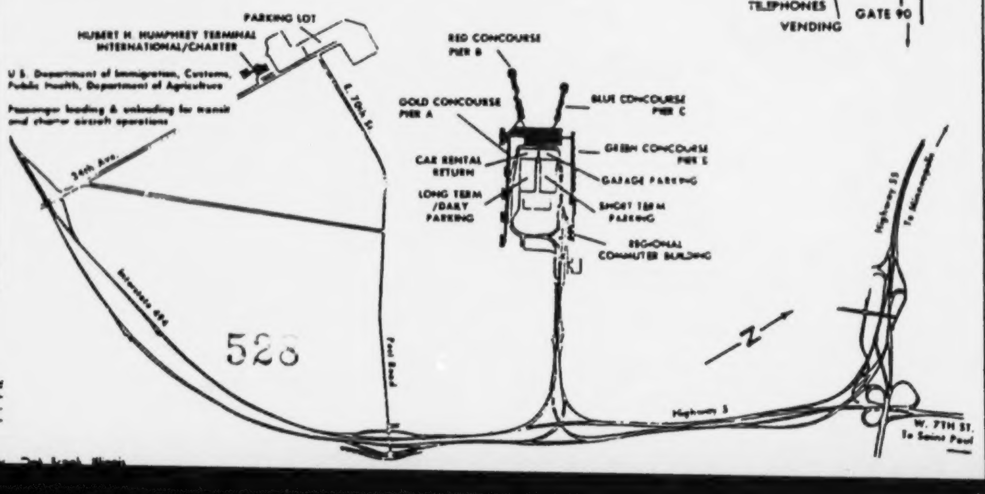
MINNEAPOLIS-ST. PAUL INTERNATIONAL AIRPORT

PARKING RATES

SHORT TERM:	$ .75 First ½ Hr. $ .50 Each Addl. ½ Hr
LONG TERM/DAILY: OUTDOOR	$ 8.00 Per Day
INDOOR	$15.00 Per Day $13.00 Each Addl. Day
GARAGE LOT:	$ 3.00 First Hr. $ .75 Each Addl. Hr. or Fraction of
HUBERT H. HUMPHREY TERMINAL LOT:	$ 6.00 Per Day

Free shuttle bus service available between main terminal building and Hubert H. Humphrey Terminal and Regional/Commuter Building.

The airport provides facilities for handicapped and elderly travelers in accordance with standards provided by the Architectural and Transportation Barriers Compliance Board. For specific information, see page 8.


PARKING LOT
HUBERT H. HUMPHREY TERMINAL INTERNATIONAL/CHARTER
U.S. Department of Immigration, Customs, Public Health, Department of Agriculture
Passenger loading & unloading for transit and charter aircraft operations
34th Ave.
E. 70th St.
Interstate 494
Post Road
RED CONCOURSE PIER B
GOLD CONCOURSE PIER A
BLUE CONCOURSE PIER C
GREEN CONCOURSE PIER E
CAR RENTAL RETURN
GARAGE PARKING
LONG TERM /DAILY PARKING
SHORT TERM PARKING
REGIONAL COMMUTER BUILDING
Highway 5
Highway 55
To Minneapolis
W. 7TH ST. To Saint Paul
N

BEST COPY AVAILABLE

MATCHING:

Instructions: Using the United States map attached to the last page of the contest sheet, match the numbered state with its correct identification. (example #9 is Florida)

33. #50
34. #49
35. #14
36. #16

a. Oregon
b. New York
c. Washington
d. Pennsylvania
e. None of the above

37. #27
38. #23
39. #26
40. #25

a. Wisconsin
b. Indiana
c. Illinois
d. Minnesota
e. None of the above

41. #40
42. #41
43. #39
44. #35

a. Oklahoma
b. Texas
c. Kansas
d. Nebraska
e. None of the above

45. #47
46. #32
47. #36
48. #34

a. Hawaii
b. Montana
c. Wyoming
d. Alaska
e. None of the above

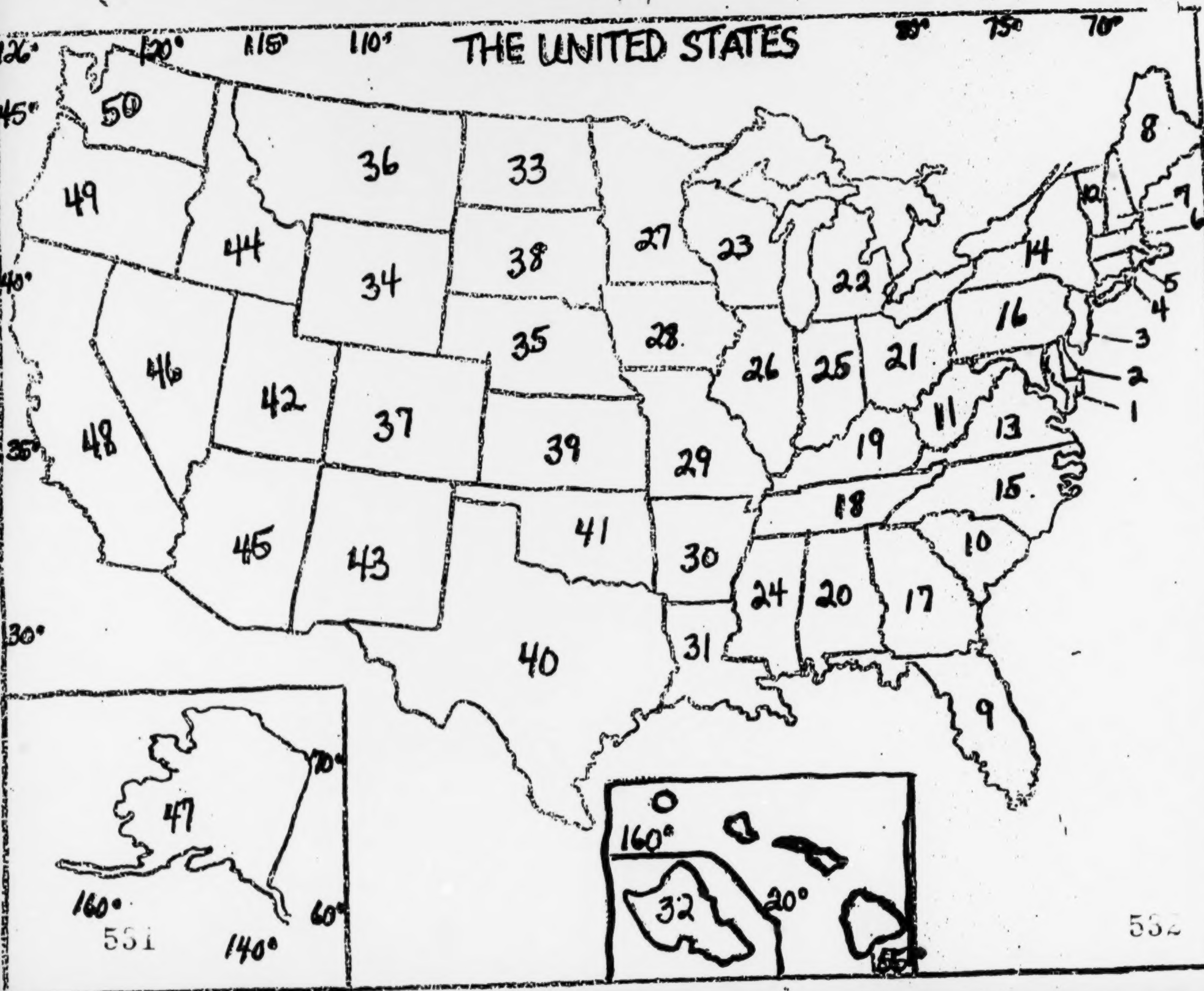
-continued-

49. #1

50. #13

a. Maine
b. Virginia
c. Washington DC
d. New York
e. None of the above

-End-


THE UNITED STATES
126°
120°
115°
110°
80°
75°
70°
45°
40°
35°
30°
45
40°
35°
30°
50
49
44
36
33
38
34
27
23
22
8
10
7
6
5
4
3
2
1
14
16
21
25
26
28
35
42
46
48
37
39
29
19
11
13
15
18
41
30
10
45
43
40
24
20
17
31
9
47
70°
60°
160°
140°
32
160°
20°
155°

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided in the testing area.

Instruct students how to record an answer and where to place their ID stickers on the Scan-Tron sheet.

Have students look through the test to be sure they:

- Have all pages.
- Have no duplicate pages.
- Have no blank pages.

Submit all Scan-Tron sheets to the series director. They may have you run them through a machine for corrections.

Announce the time every 15 minutes and 5 minutes before the end of the event. The student has 45 minutes to complete this test.

Note the tie-breaking procedure identified on the answer key. Record the time needed to complete the test on the Scan-Tron sheet.

Recalculate all score sheets to check for accuracy.

All adult assistants will help until all events in this series are completed unless/until given different instructions.

IS VE 30★

COMPETENCIES TO BE TESTED:

Demonstrate initiative and reflect enthusiasm in dealing with customers

Demonstrate ability to communicate effectively

Convey a positive image of one's self and the firm

Accurately calculate customer changes

Use appropriate and courteous greeting

Identify and analyze customer needs

Interpret product knowledge to the customer

Tactfully handle customer questions

Maintain appropriate personal appearance

BRIEF DESCRIPTION OF THE EVENT:

The student will role-play an employee of DECA Rent-A-Car, Inc. and will handle a customer transaction.

There will be a run-off for this event.

MATERIALS NEEDED:

Pen

Paper

Calculator (no solar or programmable calculators)

STUDENT INSTRUCTION SHEET

You will play the part of an employee of the DECA Rent-A-Car, Inc. of Mosinee, Wisconsin. A customer has just arrived in the Central Wisconsin Airport in Mosinee and wishes to rent a car. During your 10 minute preparation time, read:

Contest Sheet #1 (Policies and Terms)

Contest Sheet #2 (Classes and rates)

Contest Sheet #3 (DECA Rent-A-Car application)

You are to begin your meeting with the customer in a businesslike manner. Up to 15 minutes will be provided to determine the customer's needs, answer any questions, and fill out the application.

Give the adult assistant your I.D. sticker before you begin.

You may use the contest sheets and any notes you take during the prep time in your oral presentation.

You will have 15 minutes to prepare for this event, and a maximum of 15 minutes to present orally to the judges.

*Be sure to place your I.D. number on the back of Contest Sheet #3. This will be referred to for the run-off event.

CONTEST SHEET #1

DECA RENT-A-CAR POLICIES AND TERMS

All persons renting a car must have a valid driver's license and a major credit card.

All persons renting a car must be 25 years old or older.

DECA Rent-A-Car offers four classes of cars:

1. Compact
   Seats 4, economical gas mileage, limited storage
2. Business
   Seats 5, adequate storage for 5
3. Luxury
   Seats 6, storage for 6
4. Sport
   Seats 2, limited storage

See Contest Sheet #2 for car numbers, descriptions, and rates.

DECA offers both daily and weekly rates. The daily rate is 24 hours from the time the car is rented.

ADDITIONAL TIME CHARGE

A customer will be charged $10.00 per hour or the daily rate, whichever is lower, for anytime the car is out beyond the agreed time.

REFUELING CHARGE

DECA Rent-A-Car will refuel the car for $1.85 per gallon if the tank is not full at the time of return. Gas tanks are full when they leave the rental area.

TAX

No state or federal tax is levied on rent-a-car operations.

COLLISION INSURANCE (OPTIONAL)

DECA Rent-A-Car offers collision insurance for an additional $7.95 per day. This waves the person of all financial responsibility in case of an accident.

-over-

CONTEST SHEET #1 (continued)

LEGAL CONTACT

If applicable, record on the application a place where the renter could be reached during the contract period (i.e., hotel, business, friend, or relative).

DROP FEE

If a car is not returned to the location where it was originally rented, a drop fee is charged. This covers the cost of returning the car to the original rental location. Following is the list of rates:

$15.00	Rhinelander
$30.00	Appleton, Eau Claire, Green Bay, Madison
$40.00	Fond du Lac, La Crosse, Milwaukee, Rochester, Sturgeon Bay, Minneapolis
$75.00	O'Hare Airport
$125.00	All other States

DISCOUNT PROMOTION

During a current promotion, DECA issued 5,000 discount cards to businesses for use during 1988. The discount card allows for 20% off of the subtotal as indicated on the application (Contest Sheet #3) form.

Your task is to determine the customer's needs, answer their questions, and complete the application form for the DECA Rent-A-Car. You should initiate the conversation as the customer (judge) approaches you in a businesslike manner.

CONTEST SHEET #2

DECA RENT-A-CAR CLASSES, NUMBER, AND RATES

Compact

			Rates	
Car Number	License Plate Number	Car Description	Day	Week
AC-199	NG 1233 (WI)	Buick Skyhawk	$29	$195
AC-710	MA 7496 (WI)	Chevrolet Spectrum		
AC-031	DP 8843 (WI)	Dodge Omni	unlimited	
AC-223	VR 5547 (WI)	Ford Escort	mileage	

Business

			Rates	
Car Number	License Plate Number	Car Description	Day	Week
AB-101	KF 1608 (WI)	Honda Accord	$45	$305
AB-170	DB 2204 (WI)	Olds Cutlass		
AB-009	FL 8185 (WI)	Pontiac Grand Am	unlimited	
AB-211	BM 3987 (WI)	Toyota Com Ray	mileage	

Luxury

			Rates	
Car Number	License Plate Number	Car Description	Day	Week
AL-345	MA 1134 (WI)	Audi 5000S	$65	$450
AL-090	SS 6891 (WI)	Cadillac Seville		
AL-008	LE 7721 (WI)	Lincoln Continental	unlimited	
AL-114	AT 8344 (WI)	Toyota Cressida	mileage	

Sport

			Rates	
Car Number	License Plate Number	Car Description	Day	Week
AS-900	RK 2134 (WI)	Chev Z28	$85	$580
AS-877	LA 4121 (WI)	Datsun 300ZX		
AS-415	PU 1576 (WI)	Honda Prelude	unlimited	
AS-822	JR 3954 (WI)	Pontiac Fiero	mileage	

CONTEST SHEET #3

DECA Rent-A-Car Application Form

Car Number   Car Description   License Plate Number

___

Agreed Return Date/Time   Return Location   Checkout Time

___

Mileage determined by reading
Factory Installed Odometer

Final Miles In ____________

Original Miles Out ____________

Total Miles Driven ____________

Rental To: ____________

Driver's License
No. ____________

Local Contact ____________

Major Credit Card ____________

Card # ____________

Expiration Date ____________

Additional ____________
Drivers ____________

Address ____________

Company ____________

Type of Discount ____________

Charges

Day # _____ × Rate _____ = Total _____

Wk. # _____ × _____ = _____

Subtotal ________
Less Discount ________
Collision Ins. ________
Drop Charge ________
Subtotal ________
Additional Time Charge ________
Refueling Charge ________
Total ________

I have read and agree to the terms of this agreement. If I have presented a credit card for payment, all charges, including parking tickets, may be billed to the card and my signature below will be considered to have been made on the applicable credit voucher.

____________________ Signature

JUDGE'S INSTRUCTION SHEET

In this event you will be evaluating the student on their ability to handle a customer's transaction.

The situation will be as follows:

You have just arrived at the Central Wisconsin Airport in Mosinee, Wisconsin, and need to rent a car to use while traveling around the state on business. You will rent the car for one week and since you will be flying out of Milwaukee, you will leave the car at Mitchell Field. Your company has instructed you to take the collision insurance since you will have business associates traveling with you throughout the week. You should also provide the student with a credit card number and a legal contact if they ask.

During the presentation, ask the student to:

1. Explain the different classes and price ranges of the cars available.
2. Explain a drop charge.

After the student has computed your charges, you should pull out a 20% discount card you had forgotten about. Also your final decision for a car should come from the luxury class. The correct charges will be as follows:

Week # 1 × 450.00	=	$ 450.00
Subtotal	=	$ 450.00
Less discount	–	$ 90.00
Collision Insurance	+	$ 55.65
Drop Charge	+	$ 40.00
Total	=	$ 455.65

The student will be given 15 minutes to prepare for this event and 15 minutes to role-play it with the judge.

Adult assistant will give judges the student I.D. sticker before the judge meets the student to assure a more businesslike start to the presentation.

At the conclusion of the event, the judge should take a small amount of time with each student to tell them at least one competency they performed well and one area that needs additional work or improvement.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the adult assistant running the event.

There will be a run-off for this event. Be sure to collect Contest Sheet #3 from the student before they leave. You will be referring to this sheet for the run-off event.

TOURISM MARKETING
PHYSICAL DISTRIBUTION/
OPERATIONS/COMMUNICATIONS–88

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

1. The student's appearance was appropriate and businesslike.

0	1	2	3	4	5
Poor		Average			Above average

2. The student used an effective approach/greeting.

0	1	2	3	4	5
Poor		Average			Good

3. The student asked for and checked driver's license and major credit card at the beginning of presentation.

0	1	2	3	4	5	6	7	8	9	10
Didn't check					Requested some of information				Asked for all required information	

4. The student asked appropriate questions to determine customer's needs.

0	1	2	3	4	5	6	7	8	9	10
Asked no questions		Fair		Good			Very good		Excellent	

5. The student explained the drop charge.

0	1	2	3	4	5
Poor		Average			Good

6. The student explained the different classes and price ranges of cars available.

0	1	2	3	4	5
Poor		Average			Good

7. The student handled stressful and frustrating situations with poise.

0	1	2	3	4	5	6	7	8	9	10
Handled situation poorly					Average				Very poised	

-over-

EVALUATION SHEET (continued)

8. The student correctly computed customer's rent-a-car charges.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair			Good		Very good			Excellent

9. The student recorded all necessary information accurately.

0	1	2	3	4	5	6	7	8	9	10
Incomplete/ mistakes		Fair			Good		Very good			Very complete/ accurate

10. The student portrayed friendliness and enthusiasm in dealing with the customer.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair			Good		Very good			Excellent

11. The presentation and explanation of the contract was thorough.

0	1	2	3	4	5
Didn't explain or involve customer					Very complete and organized

12. The student communicated effectively.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair			Good		Very good			Excellent

13. The student thanked the customer and invited him/her back.

0	1	2	3	4	5
Poor		Average			Good

RUN-OFF / STUDENT

For this event, you will assume the role of sales representative of DECA Rent-A-Car at Mitchell Field Center in Milwaukee. The customer will be returning the car they rented earlier in the week at Mosinee, Wisconsin. You will need to deal with the customer's complaints and the fact that he/she is returning the car two hours late. (You will be given Contest Sheet #3 when you meet the judge (customer) to refer to and complete.

You will have 10 minutes to prep for this run-off situation and may refer to Contest Sheets #1 and #2. You will be given a maximum of 10 minutes to present orally to the judge(s).

You will initiate the conversation as the customer approaches your counter to return the car. You will handle this return in a businesslike manner.

RUN-OFF / JUDGES

For the run-off event you will be returning to the DECA counter to return the keys to your rent-a-car. You are upset about the poor condition of the car and the cleanliness of the car. You are returning the car two hours late. The student should request $20.00 for the late charge.

The student will have a maximum of 10 minutes to present orally to you. The student should initiate the conversation in a businesslike manner.

Each judge will evaluate each student independently. Completed evaluations will be submitted after each presentation to the adult assistant for tabulation

At the conclusion of the last presentation, in the event of a numerical tie for first, second, and third places, a discussion among the judges will be permitted to select the top 3 award winners. This is the only time judges should discuss student performances.

STUDENT I.D. NUMBER

TOURISM MARKETING
PHYSICAL DISTRIBUTION/
OPERATIONS/COMMUNICATIONS–88

RUN-OFF / EVALUATION SHEET

1. The student handled the customer's complaints tactfully.

0	1	2	3	4	5	6	7	8	9	10
Handled poorly					Average					Excellent

2. The student handled stressful and frustrating situations with poise.

0	1	2	3	4	5	6	7	8	9	10
Handled poorly					Average				Very poised	

3. The student explained the late charge.

0	1	2	3	4	5
Poor		Average			Good

4. The student completed additional charges.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair			Good		Very good			Excellent

Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and have the adult assistants role-play the event before judges meet with the students. Judges may be involved in the role-play.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

Be sure to have judges collect Contest Sheet #3 and check to see that the student has written their I.D. number on the back. This will be used for the run-off event.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

IS VE 30★

COMPETENCIES TO BE TESTED:

Demonstrate initiative and reflect enthusiasm in dealing with customers

Demonstrate ability to communicate effectively

Maintain appropriate personal appearance

Encourage the customer to reach a favorable buying decision by anticipating and resolving objection

Develop a target market profile

Demonstrate knowledge of attractions and activities available in the state of Wisconsin

Knowledge of types of media

Determine when to promote merchandise, idea, or firm

Develop campaign theme/idea

Use appropriate and courteous introduction

Tactfully handle customer's questions

BRIEF DESCRIPTION OF THE EVENT:

The student will be give a problem and asked to develop a rough draft of a marketing campaign and present it to the board of directors for the State Division of Tourism.

There will be a run-off for this event.

MATERIALS NEEDED:

Notecards

Markers (assorted colors)

Pencil

2 - 11 x 14 poster board

STUDENT INSTRUCTION SHEET

You will be given 30 minutes to prepare for this event and 15 minutes to present your marketing campaign to a judge.

Give the adult assistant your I.D. sticker before you begin.

You may use any notes or visual aids that will help you explain your ideas. Please give all materials to adult assistant before leaving event area. You are to begin the presentation by introducing yourself in a businesslike manner to a member of the Board of Directors (Mr./Mrs. Perry).

CONTEST SHEET

During the last several years competition for tourism dollars has increased. The State has constantly been trying to improve the image of vacationing in their State. Wisconsin has been using the theme "Escape to Wisconsin" for a number of years but feel that they need to try something new.

As a representative for the DECA Marketing Company, the Division of Tourism has asked you to develop an outline for a marketing campaign for the State of Wisconsin. They are interested in something new, creative, and representative of vacationing opportunities in our State. they would like you to present the outline for this new campaign in a meeting with the board of directors today. A rough draft of the campaign is all that is required in this meeting.

Following is the information you will want to have ready for your presentation:

1. Theme and slogan you will use to promote Wisconsin.
2. The attractions in Wisconsin you will promote and why you chose them.
3. The media you feel would be most effective to use. (Don't be concerned with budgetary restraints at this time.)
4. The target market for your campaign.
5. The geographic area(s) your campaign will be directed to.

Your campaign must include this information. Be creative.

You will begin the presentation when you meet the judge (Board of Director member, Mr./Mrs. Perry).

JUDGE'S INSTRUCTION SHEET

In this event you will be evaluating the student on their creativity in developing a marketing campaign and on their ability to present their ideas to the board of directors. You will be role-playing a representative from the State Division of Tourism (Mr./Mrs. Perry).

The situation will be as follows:

For the last several years, Wisconsin has used the theme "Escape to Wisconsin," but now it feels that the State needs to try something new. You have asked the DECA Marketing Company to develop a new marketing campaign for Wisconsin. To maintain involvement in the development of the campaign, you have asked the representative of DECA Marketing Company to provide a rough draft of the campaign they have developed at this meeting scheduled for today.

Following is the basic information you will be expecting to hear about during today's session:

1. Theme, slogan, or idea that will be used to promote Wisconsin.
2. The attraction they have decided to promote and why.
3. The media that they feel would be most effective. (There are no budgetary restraints at this time.)
4. The target market for the campaign.
5. The geographic area(s) the campaign will be directed to.

The student will begin the presentation.

The student will be given 30 minutes to prepare for this event and 15 minutes to present it to the board of directors.

The adult assistant will give you the student's I.D. sticker before you meet the student. This will assure a more businesslike start to the presentation.

All judges must role-play the event before meeting the students.

At the conclusion of the event, the judge should tell each student at least one competency he/she performed well and one area that needs additional work.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the adult assistant running the event.

There will be a run-off for this event.

TOURISM MARKETING
PROMOTION/PERSONAL
SELLING-88

STUDENT I.D. LABEL ______

TOTAL POINTS ______

JUDGE'S INITIALS ______

EVALUATION SHEET

1. The student's appearance was neat and appropriate.

0	1	2	3	4	5
Poor		Average			Excellent

2. The student used an effective approach/opening to presentation.

0	1	2	3	4	5
Poor		Average			Good

3. Was the campaign theme original, creative, and appropriate.

0	1	2	3	4	5	6	7	8	9	10
Poor creativity, inappropriate					Average creativity				Creative and appropriate	

4. Was the target market realistic and appropriate for the campaign.

0	1	2	3	4	5	6	7	8	9	10
Not defined					Average					Well-defined

5. Was the choice of location being promoted a representative of what Wisconsin has to offer and consistent with the target market.

0	1	2	3	4	5
Poor		Average			Good

6. Is the target location of the campaign appropriate and realistic.

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

-over-

EVALUATION SHEET (continued)

7. Was the choice of the media realistic and appropriate for the target market.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

8. Was the overall campaign creative and practical.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

9. Did the student answer questions skillfully and tactfully.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

10. Did the student portray enthusiasm, have good eye contact, and remain poised in presenting the campaign.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

11. The student's ability to communicate effectively.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

12. The overall presentation was done effectively and with conviction.

0 1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

RUN-OFF / STUDENT

The Division of Tourism is having second thoughts about implementing the new marketing campaign for the State. They now feel that by changing the theme and target market of the campaign it will be like starting all over again. They aren't sure they want to do this.

You feel that you have developed an excellent marketing plan that will build on what has been done in the past and will also improve the tourism industry in our State. They have asked you to attend their afternoon meeting to voice their concerns. You will need to convince them that it is time for a change and that your campaign is just what Wisconsin needs.

You will have 5 minutes to prepare for this run-off and 5 minutes to handle their concerns.

The judge will initiate the conversation for the meeting this afternoon.

RUN-OFF / JUDGES

You have asked the representative of DECA Marketing Company to attend your afternoon meeting. You will initiate the conversation by telling the representative that you are having second thoughts about implementing the new marketing campaign. You are not sure that starting all over gain is the way to go. They will then be responsible for convincing you that it is time for a change and that their campaign is just what Wisconsin needs.

The student will have 5 minutes to prepare for the run-off and 5 minutes to handle your concerns.

At the conclusion of the last presentation, in the event of a numerical tie for first, second, and third places, discussion among the judges will be permitted to select the top 3 award winners. This is the only time judges should discuss student performances.

STUDENT I.D. NUMBER

RUN-OFF / EVALUATION SHEET

1. The student's ability to communicate effectively.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good					Excellent

2. Did the student show enthusiasm, good eye contact, and remain poised in handling your concerns.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good					Excellent

3. The overall presentation was done effectively and was convincing.

0	1	2	3	4	5	6	7	8	9	10
Poor					Good					Excellent

Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and have the adult assistants role-play the event before judges meet with the students. Judges may be involved in the role-play.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE OR MAKE IT CLEAR WHO BEGINS, IF NOT THE STUDENT.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

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VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
COMMUNICATIONS-89

COMPETENCIES TO BE TESTED:

Address people in appropriate way

Interpret business policies to customers/clients

Demonstrate responsible behavior

Demonstrate initiative

Demonstrate appropriate creativity

Show empathy for others

Maintain positive attitude

Maintain appropriate personal appearance

Use proper grammar and vocabulary

BRIEF DESCRIPTION OF THE EVENT:

You will role-play the part of a cashier/stockperson at a convenience store/service station located just off a busy highway. You will be ringing up a customer who has had service work performed on his/her car.

There will be a run-off for this event.

MATERIALS NEEDED:

Pen or pencil

Paper or notecards

STUDENT INSTRUCTION SHEET

You will be have 10 minutes to prepare for this event and 10 minutes to complete the role-playing. The judge will assume the role of the customer, who has come to you to pay for service work performed on his/her car. You will play the role of a cashier at Metro, a convenience store/service station.

Give your Student Instruction Sheet, Contest Sheet, and I.D. Sticker to the adult assistant in charge of this event before going into the event.

You may use notecards or paper to prepare your presentation. These may be taken in and referred to during your role-play with the judge (your customer). After the event, all written materials must be left with the adult assistant.

You may not use any additional materials in the role-play situation.

You will begin the event by returning to your customer after calling for authorization on a Mastercard. The amount being charged to the customer's card number has been denied by Mastercard Authorization Service.

CONTEST SHEET

You are employed by Metro, a convenience store/service station located just off a busy interstate highway. Typically you work several nights per week (5-9) and one weekend day. The convenience store is open 24 hours and the auto service department hours are 7-5 daily, closed on Sundays.

This evening, you are working when Lee Smith and his/her family come into the store to pick-up their car which had service work performed on it earlier that day. The Smith's are from Nebraska and were traveling through Wisconsin when their alternator went dead. Frequently, customers come into the store to pay for service work after the service department hours, as evening hours are more convenient for them.

The Smith's service bill is as follows:

Alternator	$199.00
Alternator Labor	$90.00
Battery Charge Service	$20.00
Sub-total	309.00
Tax (5%)	15.45
Total	$324.45

Mr./Mrs. Smith offers you a Mastercard for the entire balance due for service work. Upon calling for authorization for the amount due, the Mastercard Authorization Service denies the credit card charge.

You will begin the event by returning to Lee Smith and informing him/her that the charge has been denied. After calling for authorization on the Mastercard charge, you called your manager to ask what should be done, and he was not home. You should attempt to satisfy the customer while collecting the money due.

Cash register operations policies:

1) Checks in the amount of $100 or more will not be accepted for out of town customers.

2) All Mastercard of VISA purchases over $75 must receive phone authorization.

VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
COMMUNICATIONS-89

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET

ADDRESS PEOPLE IN APPROPRIATE WAY.

1. Student opened and closed transaction in a business like manner.

0	1	2	3	4	5	6	7	8	9	10
No, not at all				Somewhat					Extremely well done	

INTERPRET BUSINESS POLICIES TO CUSTOMERS/CLIENTS.

2. Did not accept a check for full amount?

0	1	2	3	4	5	6	7
Yes, entire amount			Broke policy, not entire amount			Well done, stayed within policy	

3. Did not accept Mastercard for entire amount.

0	1	2	3	4	5	6	7
Yes, disregarded denial			Accepted for Amount over $75			Well done, did not accept for over $75	

DEMONSTRATE RESPONSIBLE BEHAVIOR.

4. Student protected business while satisfying customer at same time.

0	1	2	3	4	5	6	7	8	9	10
No, not at all				Average					Excellent Job	

DEMONSTRATE INITIATIVE.

5. Student provided several alternatives to solving the problem (ie., Travelers Checks, AAA Insurance, other credit cards, cash, etc.)

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
None		Very Few			Several Good ones					Several Very Good ones			Many Excellent ones		

DEMONSTRATE APPROPRIATE CREATIVITY.

6. Was cash considered as partial payment?

0	1	2	3	4	5	6	7
No							Yes

VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
COMMUNICATIONS-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET CONTINUED

7. Was a check considered as partial payment within policy?

0	1	2	3	4	5	6	7
No			Yes, yet broke policy				Yes within policy

8. Was Mastercard considered for balance of payment within policy?

0	1	2	3	4	5	6	7
No			Yes, yet broke policy				Yes within policy

SHOW EMPATHY FOR OTHERS

9. Student was empathic to you, and your problem.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Very empathic	

DID THE STUDENT: (Questions 10-12)

10. Maintain a positive attitude?

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat				Excellent Attitude Throughout	

11. Dress in a businesslike manner?

0	1	2	3	4	5
No		O.K.			Very Nice

12. Use proper grammar and vocabulary?

0	1	2	3	4	5
No		Somewhat			Very Good Use

Judges I.D.

Total Points

JUDGE'S INSTRUCTION SHEET

You will be assuming the role of Lee Smith, a customer from Nebraska who in traveling through Wisconsin had a break down. You have stopped at Metro, a convenience store/service station located just off the interstate, where earlier in the day they replaced the alternator in your car. The bill totaled $324.45 and in the evening you have come to the store to pay the total due and pick-up your car. You have presented the student (cashier) a Mastercard that he has called on for an authorization which has been denied. The student will begin the role-play by returning to you with the information that your card has been denied for the total amount due. He/she will have 10 minutes to complete the role-play.

Information relevant to your role in the case: You don't have any other sources to pay your bill (no other credit cards, Travelers Checks, etc. . . .) other than $150.00 in cash and a checking account. Ideally, the student should ask for other sources of payment and arrive at the final solution of $150.00 in cash, $100 check, $74.45 in Mastercard.

Please guide the student somewhat, and express the frustration of possibly not being able to get you car back.

Some questions you may want to ask:

1) What alternatives do I have to getting my car?
2) Can't you call your manager?
3) Can't you accept a check for the full amount?
4) If necessary, is there a hotel or motel nearby where we can stay? (should offer to find a room for you)

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the adult assistant running the event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE-PLAY. Discuss with the other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask additional questions for clarification but all students must be treated the same.

There will be a run-off for this event.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

To prevent the situation from occurring again (referring to the original case of credit card denial for service work), what types of policies could be implemented? Include discussion on policies within the convenience store and the service department.

Select one judge to ask each student the same question.

Each judge will evaluate each student independently without discussion. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

RUN-OFF / STUDENT

A panel of judges will interview you for run-offs.

You will be asked questions related to payment policies for a service station.

You will have three (3) minutes to present your answer but will not have any preparation time.

Once you go in before the panel, listen to the question(s), take a moment or two to think about your answer and then proceed with your best answer.

No notes or materials may be used. If you have any questions, see the adult assistant in charge of run-offs.

RUN-OFF / EVALUATION

Each judge will independently rate each student without discussion based on the following question:

To prevent the situation from occurring again (in reference to the problem of credit card denial for service work), what types of policies could be implemented?

(Judges Circle One)

1	2	3	4	5
No Value	Poor	Fair	Good	Excellent

________________ Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with:
- Student Instructions
- Contest Sheet
- Evaluation Sheet
- Judge's Instruction Sheet

Discuss the contest and have the adult assistants role-play the event before judges meet with the students. Judges may be involved in the role-play.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE MEETS THE JUDGE.** Students may not take additional or extra materials into the contest with them.

Collect all contest materials from each student before they leave, including notes and contest forms.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Indicate to the judges how many students should be selected for run-offs.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
SELLING-89

COMPETENCIES TO BE TESTED:

Open the sales presentation

Question/probe for information

Suggest product substitutions

Use feature/benefit selling

Handle customer inquiries

Interpret business policies to customers/clients

Handle customer/client objections

Demonstrate interest and enthusiasm

Maintain positive attitude

Close the sale

BRIEF DESCRIPTION OF THE EVENT:

You will assume the role of a salesperson in a retail tire store. A customer has come to you to buy two tires to replace two worn tires on their car.

There will be a run-off in this event.

MATERIALS NEEDED:

Pen or pencil

Paper or notecards

STUDENT INSTRUCTION SHEET

You will be given 15 minutes to prepare for this event. You will be given 15 minutes to complete the role-play situation with the judge who will assume the role of a customer who has just walked into Quality Tire, a retail tire store. You are employed at Quality Tire as a tire salesperson, and will attempt to sell you customer tires.

Give your Student Instruction Sheet, Contest Sheet and I.D. Sticker to the adult assistant in charge of this event before going into the role-play with the judge.

You may use notecards or paper to prepare information for your event. These may be taken in with you for reference when you meet the judge, your customer. After the event, all written materials must be left with the adult assistant.

You may not use any additional materials during the role-play.

You will approach and open the sales presentation with your customer who is interested in replacing two badly worn radial tires on his/her car.

CONTEST SHEET

You are working on the sales floor at Quality Tire when a customer enters and begins to look at the tires. You approach the customer who explains that he/she is looking for two new tires to replace two worn tires on his/her car. The car currently has four radial tires, the two front tires are badly worn. The customer goes on to say that he/she intends to sell the car in the near future and is interested in purchasing some inexpensive ("cheap") tires.

Your store has a tire policy that is posted in view of customers which states:
"IT IS THE POLICY OF QUALITY TIRE THAT WE WILL NOT MIX TIRES OF RADIAL CONSTRUCTION WITH TIRES OF ANY OTHER CONSTRUCTION. FOR REASONS OF LIABILITY, QUALITY TIRE WILL NOT, UNDER ANY CIRCUMSTANCES, MIX RADIAL TIRES WITH BIAS OR BIAS BELTED TIRES ON THE SAME CAR."

The customer, after learning about your policy continues to insist that you sell him the less expensive bias tires. As a salesperson at Quality Tire, it is up to you to try and meet this customers need for tires, make a sale, and stay within company policy.

Information pertinent to the role-play:

Cost of tires appropriate for his/her vehicle–		
Radial Tires =	$48.00/tire	(includes mounting)
Bias Tires =	$28.00/tire	
Cost of Mounting and Balancing		
Tire mounting =	$2.00/tire	
Tire balancing =	$4.00/tire	

Warranty Protection:

Radial Tire Mileage Warranty–40,000 mile protection against defects (non-transferable)

Bias Tire Mileage Warranty–20,000 mile protection against defects (non-transferable)

Alignment and Balance Maintenance Agreement

For the costof $10.00 per tire at the time of purchase, Quality Tire will align, balance and rotate tires every 7,500 miles for the life of the tire. (This is transferable.)

Road Hazard Warrant

For the cost of $2.00/tire at the time of purchase, Quality Tire will repair or replace tires that are damaged under normal driving conditions. (Non-transferable)

VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
SELLING-89

STUDENT I.D. LABEL

TOTAL POINTS

JUDGE'S INITIALS

EVALUATION SHEET

1. Opened the sales presentation effectively (friendly customer greeting, etc.).

0	1	2	3	4	5	6	7	8	9	10
Ineffective					Somewhat Effective					Very Effective

2. Questioned or probed customer for information regarding his needs and wants for tires.

0	1	2	3	4	5	6	7	8	9	10
No Questions					Some Questioning					Many good Questions

3. Suggested product substitutions that would be of greater benefit to customer.

0	1	2	3	4	5	6	7	8	9	10
No					Some ideas					Extremely well done

4. Used feature/benefit selling when explaining substitute product.

0	1	2	3	4	5	6	7	8	9	10
No		Little				To some Degree			Well done	

5. Handled any customer inquiries about product features.

0	1	2	3	4	5	6	7	8	9	10
No					Some Explanation					Handled inquiries well

6. Interpreted business policies to customer in an understandable way. (Tire mixing policy, etc.)

0	1	2	3	4	5	6	7	8	9	10
No Explanation					Some Explanation					Explained policies very well

VEHICLE AND PETROLEUM MARKETING
HUMAN RELATIONS/
SELLING-89

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET CONTINUED

7. Handled customer objections effectively.

0	1	2	3	4	5	6	7	8	9	10
No					Handled adequately					Handled extremely well

8. Salesperson demonstrated interest and enthusiasm throughout the presentation.

0	1	2	3	4	5	6	7	8	9	10
Poor					Acceptable					Excellent

9. Maintained positive attitude.

0	1	2	3	4	5	6	7	8	9	10
Poor					Somewhat					Excellent

10. Closed the sale; satisfied the customer.

0	1	2	3	4	5	6	7	8	9	10
No		Weak				Fair				Excellent

____
Total Points

JUDGE'S INSTRUCTION SHEET

You will assume the role of a customer who has just entered Quality Tire, a retail tire store, and is looking at the tires. Currently your vehicle has four radial tires, the front two tires being badly worn. It is your intention to sell the vehicle in the near future, and you would like to purchase the least expensive tires you can to replace the two worn front tires. Quality Tire has a policy that they will not mix radial and bias tires on the same car.

The salesperson (student) will initiate the conversation by greeting you as you examine the tires on display. It will be his/her job to satisfy your needs, make a sale, and stay within company policy.

There are many directions this role-play could go. The salesperson may attempt to sell you two radial tires regardless of your needs, or he/she may try and sell you four bias tires, or none at all. Whatever the case, insist, as long as possible, on the least expensive alternative for you, as you intend to sell the car soon.

Here are some questions you may want to ask as the role-play progresses:

1) Why should I spend $96.00 when I can get by for only $56.00?
2) What about tire warranties?
3) What is balancing and why do I need it?
4) Why do you have such a policy? (If not thoroughly explained).
5) Are warranties transferable?

The students will have a maximum of fifteen (15) minutes to make this sales presentation.

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the adult assistant running event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE-PLAY. Discuss with the other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask additional questions for clarification but all students must be treated the same.

There will be a run-off for this event.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

> "Is it acceptable for salespeople to "bend" or sometimes even "break" company policy in order to fully meet the needs of the customer?" Justify your answer.

Select one judge to ask each student the same question.

Each judge will evaluate each student independently without discussion. Judges should try and keep the evaluations in order 1-10 as you go, (ie., if the fifth person going is the best so far, put his evaluation on the top etc.). Scores will be averaged to determine 1st, 2nd and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winners.

RUN-OFF / STUDENT

A panel of judges will interview you for run-offs. You will be asked questions related to established store policies and procedures.

You will have three (3) minutes to present you answer but will not have any preparation time.

Once you go in before the panel, listen to the question(s), take a moment or two to think about your answer and proceed with your best answer.

No notes or materials may be used. If you have any question, see the adult assistant in charge of run-offs.

RUN-OFF / EVALUATION SHEET

Each judge will independently rate each student without discussion based on the following question:

> Is it acceptable for salespeople to "bend" or sometimes even "break" company policy in order to fully meet the needs of the customer?

(Judges Circle One)

1	2	3	4	5
No Value	Poor	Fair	Good	Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged as necessary.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and have the adult assistants role-play the event before judges meet with the students. Judges may be involved in the role-play.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.** Students may not take additional or extra materials into the contest with them.

Collect all contest materials from each student before they leave, including notes and contest forms.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the series director who will then forward them to tabulation.

Indicate to the judges how many students should be selected for your event from each section for run-offs.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!

COMPETENCIES TO BE TESTED:

Explain the role of promotion.

Explain the concept of promotional mix.

Explain the types of promotion.

Select promotional media.

Explain the use of visual merchandising to create image.

Explain display techniques that encourage identification with client.

Plan/Schedule displays themes with management.

Explain the concept of product mix.

Explain the nature and scope of product/service planning.

Explain the nature of company participation in community activities.

BRIEF DESCRIPTION OF THE EVENT:

You will play the role of a service station employee who has decided to develop a promotional plan for your station.

MATERIALS NEEDED:

Pen or Pencil

Paper or Notecards

STUDENT INSTRUCTION SHEET

You will be given 20 minutes to prepare for this event. You will have 15 minutes to complete the presentation with the judge who will assume the role of the service station owner/operator.

Give your Student Instruction Sheet, Contest Sheet and I.D. Sticker to the adult assistant in charge of this event before going into the role-play situation.

You may use notecards or paper to prepare information for your event. These may be taken in with you for reference when you meet the judge (the owner/operator). After the event, all written materials must be left with the adult assistant.

You may not use any additional materials in the role-play.

You will initiate the presentation by approaching Bud, the owner/operator of Bud's Service Station. You will explain to Bud that you have come up with some promotional products and ideas that may help his business.

CONTEST SHEET

You are employed at Bud's Service Station where your employment duties include pumping gas, selling parts and accessories, and general cleaning and maintenance. Bud's Station sells gas, oil, oil filters, fan belts, some basic auto parts to fit most domestic cars, batteries, and has two service bays for service work. Presently, Bud does nothing to promote his business relying primarily on word of mouth advertising.

Bud's Service Station caters to the middle-class family market through his prices, service, and product assortments. The station is located on Wisconsin Avenue which is the "main drag" (major thoroughfare) in Pride, Wisconsin, a city of about 15,000 people.

Several nights a week and on weekends, Wisconsin Avenue has transformed into "Parade Night" where teenagers drive up and down the Avenue "showing off" their cars. The teenagers are for the most part well behaved and throughout the years "Parade Night" has become very popular among teens in the area. The nighttime event, however, is less well accepted by business owners along Wisconsin Avenue who feel the "Parade" intimidates many family and adult clientele, which constitutes a good share of their business, from coming into their business. Bud is one of the merchants that feels this way and his business does suffer on "Parade Nights".

During a "Parade Night" not long ago as you were working at Bud's, Bud approached you and asked you if you knew any of the kids involved in these "Parade Nights". You said you knew a few. Then in a very frustrated tone Bud said, "with all the traffic on these nights our business should be terrific, instead we lose business." Bud then walked away shaking his head.

With this information in mind, you decide to develop a new promotional mix with a theme and a new product mix that will encourage teens to come into Bud's Service Station. You will present your ideas to Bud (the judge) who knows nothing about what you are doing. Keep in mind that Bud does nothing to promote his station now, and has no idea what a promotional mix or product mix is, however, he does have a good regular clientele that make up his daytime business.

Pride, Wisconsin has a daily newspaper and two radio stations. The F.M. station attracts a teen audience. There is no television station originating in the city.

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

VEHICLE AND PETROLEUM MARKETING
PROMOTION/
SUPPORT ACTIVITIES-89

EVALUATION SHEET

Explain the role of promotion.

1. The student adequately explained the role of promotion as it relates to the overall marketing of a business.

0	1	2	3	4	5
No Explanation					Very Adequate

Explain the concept of promotional mix.

2. The student described the importance of an effective promotional mix.

0	1	2	3	4	5
No Explanation					Very good Explanation

Explain the type of promotion.

3. The student identified the types of promotion they feel Bud should use for his service station.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat					Excellent

Select promotional media.

4. The student selected promotional media that will enhance his/her promotional campaign.

0	1	2	3	4	5	6	7	8	9	10
No					Average Selection					Outstanding Selection

Plan/schedule displays/themes with management.

5. The student discussed display theme ideas with you in an understandable way.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat					Excellent

Explain the use of visual merchandising to create image.

6. The student described how displays can create a particular image of the station.

0	1	2	3	4	5	6	7	8	9	10
No					Adequate Explanation					Excellent Description

STUDENT I.D. LABEL ____________

TOTAL POINTS ____________

JUDGE'S INITIALS ____________

EVALUATION SHEET CONTINUED

Explain display techniques that encourage identification with client.

7. The student presented several display ideas that may encourage the teen market.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat					Outstanding

Explain the concept of product mix.

8. The student described the importance of product lines appealing to a variety of markets.

0	1	2	3	4	5	6	7	8	9	10
No					Average					Outstanding

Explain the nature and scope of product/service planning.

9. The student proposed product lines to attract the teen market.

0	1	2	3	4	5	6	7	8	9	10
No					Average Ideas					Excellent Ideas

10. The student did not alienate the current clientele through new product planning.

0	1	2	3	4	5	6	7	8	9	10
Yes					Somewhat					Did not, well done.

Explain the nature of company participation in community activities.

11. The students rationale for becoming involved in the teen market was based on sound marketing fundamentals.

0	1	2	3	4	5	6	7	8	9	10
No					Somewhat					Extremely Sound

____________ Judges I.D.

____________ Total Points

JUDGE'S INSTRUCTION SHEET

You will be assuming the position of Bud, the owner/operator of a service station located on Wisconsin Avenue in Pride, Wisconsin. You have been frustrated by the loss of sales at the station due to "Parade Night," a night (some weeknights and weekends) when teens show-off their cars by driving up and down Wisconsin Avenue (the "main drag").

Recently you expressed your frustration to one of your teenage employees by asking if he knew any of these teens, and then saying "with all the traffic on these nights, our business should be terrific, instead we lose business." The employee decided to come up with some new promotional and product ideas that will help attract the teen market while not alienating your regular clientele.

Currently you don't do anything to promote your business other than word of mouth advertising. For this reason, you know very little about promotion, such as mix, types, media, and display. Your product selection at the station is very limited, and you know little about product mix and planning. It is important that the student explain these general concepts to you as well as the specifics of his promotional and product mix. He/she will begin the role-play by presenting, his/her ideas. The student will have a maximum of 15 minutes to present orally to the judges. It will be best to act confused and unsure of their ideas.

Some questions you may want to ask:
1) What is promotion?
2) What is a theme and why do we need one?
3) What is a product mix?
4) Why do you think this will work?
5) Won't I lose my regular customers if we do these things?

At the conclusion of each presentation, take a small amount of time to tell the student one area they performed well and one that needs additional work or improvement. Do not give away the answers that may be passed on to the rest of the participants.

Keep the first three student evaluations. After the fourth student, keep only the top two scores and submit all other evaluations to the adult assistant running event.

The adult assistant will give you the I.D. sticker before meeting the student to assure a businesslike start to the event.

The adult assistants will ROLE-PLAY THE SITUATION PRIOR TO YOUR MEETING WITH STUDENTS. THIS IS A CRITICAL TO FAIR EVALUATION OF EVERYONE. YOU MAY BE INVOLVED IN THIS ROLE-PLAY. Discuss with the other judges the indicators of correctly meeting each evaluation point on the evaluation form. Specific questions will be provided to you to ask each student. You may ask additional questions for clarification but all students must be treated the same.

There will be a run-off for this event.

RUN-OFF / JUDGES

A panel of judges will interview the students for run-offs. The interview should focus on the following question:

> Is an effective promotional mix or product mix, more important in contributing to the sales of a particular company? Justify you answer.

Select one judge to ask each student the same question.

Each judge will evaluate each student independently without discussion. Scores will then be averaged to determine the 1st, 2nd, and 3rd place winners. In the event of a tie, a discussion will take place among the judges to determine the final winner.

RUN-OFF / STUDENT

A panel of judges will interview you for run-offs. You will be asked questions related to the promotional campaign you developed from this morning's event.

You will have three (3) minutes to present you answer but will not have any preparation time.

Once you go in before the panel, listen to the question, take a moment or two to think about your answer and proceed with your best answer.

No notes or materials may be used. If you have any question, see the adult assistant in charge of run-offs.

RUN-OFF / EVALUATION SHEET

Each judge will independently rate each student without discussion based on the following question:

> Is an effective promotional mix, or product mix more important to contributing to the sales of a particular company.
>
> Which of the five promotional activities do you feel is most important in contributing to successful company sales?
>
> Can a business effectively serve more than one target market through promotion and product mix?

(Judges Circle One)

1	2	3	4	5
No Value	Poor	Fair	Good	Excellent

____
Total Points

ADULT ASSISTANT SHEET

Determine that enough tables and chairs have been provided and arranged.

Examine the preparation area and rearrange if necessary.

Provide each judge with: Student Instructions
Contest Sheet
Evaluation Sheet
Judge's Instruction Sheet

Discuss the contest and role-play the event before judges meet with the students. Judges may be involved in the role play. This must be done.

After each student's prep time, the adult assistant will take the next student's I.D. sticker, apply it to the evaluation sheet and give it to the judge. **THE STUDENT IS TO BEGIN THE PRESENTATION AS SOON AS HE/SHE GREETS THE JUDGE.**

Collect all contest materials from each student before they leave.

Allow judges to keep the first three student evaluations. After the fourth student, keep only the top score and submit all other evaluations to the series director who will then forward them to tabulation.

Recalculate all score sheets to check for accuracy.

Arrange for a panel of judges to participate in the run-off.

Instruct students and judges as to when and where the run-offs will begin relative to the end of the first round of competition.

Post run-offs in both the central lobby and somewhere in your area.

All adult assistants are to help with the completion of the entire series until/unless given different instructions.

THANK YOU FOR YOUR TIME AND EFFORTS!